DOCUMENT RESUME

ED 268 708 EC 182 312

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TITLE Autonomous Learner Model for the Gifted and Talented.
PUB DATE 85
NOTE 94p.; Presentation at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 1, 1985) was based on the document.
AVAILABLE FROM Autonomous Learning Publications and Specialists, P.O. Box 2264, Greeley, CO 80632 ($9.95).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Divergent Thinking; Elementary Secondary Education; Enrichment; *Gifted; Independent Study; *Individual Development; *Models; Problem Solving; Seminars
IDENTIFIERS Autonomous Learner Model for Gifted and Talented

ABSTRACT

The manual describes the Autonomous Learner Model for the Gifted and Talented (K-12), an approach to helping students become problem solvers through divergent and convergent thinking. Among basic principles of the model are emphases on self esteem, social skills, student interests, and broad-based content topics. Each of five dimensions of the model is analyzed: (1) orientation (understanding giftedness, group building activities, self-understanding, program opportunities and responsibilities); (2) individual development (learning skills, personal understanding, interpersonal skills, career involvement); (3) enrichment activities (explorations, investigations, cultural activities, service, adventure trips); (4) seminars; and (5) in-depth study. Sample worksheets and grading requirements are among items appended. (CL)

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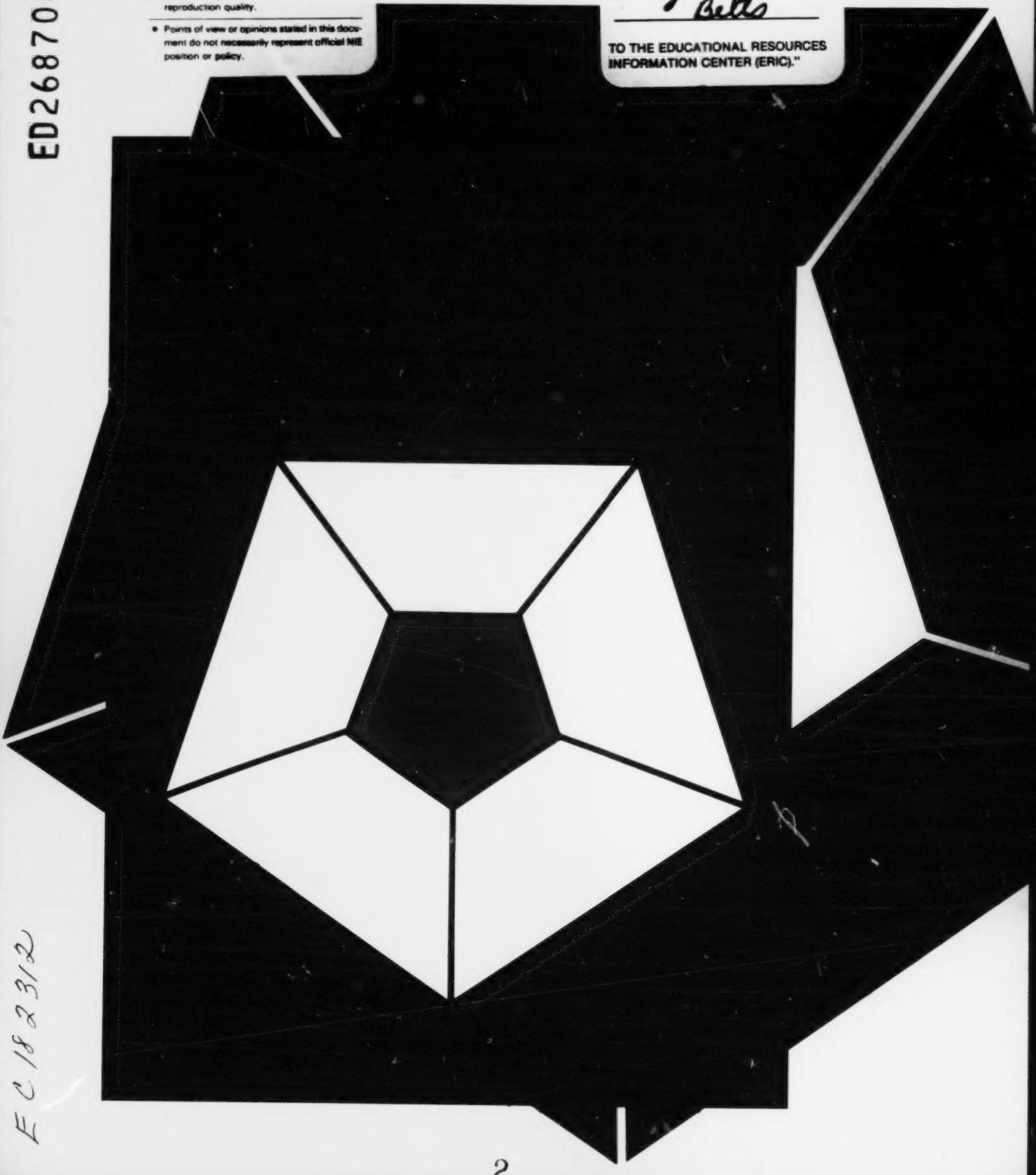

EC 182312

Acknowledgments

I wish to thank the Waterloo Community Schools, Waterloo, Iowa, for the development and use of the Autonomous Learner Scope and Sequence.

Selected poetry is from *Visions of You* (Betts, 1972), *My Gift to You* (Betts, 1972), *Growing Together* (Betts and Betts, 1973), and *Farewells are Only Beginnings,* (Betts, 1977). All Published by Celestial Arts, Berkeley, CA.

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Dedicated to Dr. Jack Koselak, my mentor, facilatator and friend;
without his support and encouragement there would not
have been an Autonomous Learner Model
and
Ms. Jolene Knapp, my friend and colleague, who co-developed
the Autonomous Learner Model, and still devotes her time and talent
to helping the gifted become life-long learners.

Some people have the ability
to create excitement in their lives.

They are the ones who strive,
who grow,
who give and share,
They are the ones who love...

They possess passion...
For themselves, others,
Nature and experiences.

They have the ability
to see beyond today,
to rise above the hectic pace,
to strive for their own perfection...

And they are gentle,
For they love themselves,
and they love others...

Through their living
they create peace and contentment.

At the same time
they create excitement,
for there is always another mountain,
a deeper joy,
a new dawn...

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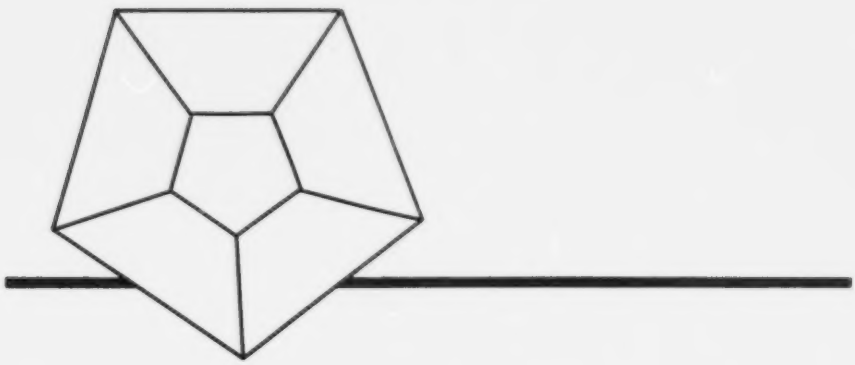


Introduction to the Autonomous Learner Model

It is generally accepted that intellectually gifted, creatively gifted and talented children are all in need of special help in developing their gifted potential (Feldhusen and Treffinger, 1980). For many years these ideas have been ignored and programs for the gifted and talented have not been developed.

The major goals of gifted programs are to help gifted and talented students realize their full career potential and to experience a sense of personal fulfillment or self-actualization in maturity (Feldhusen and Treffinger, 1980). Clark (1983) states that gifted youngsters learn very early that their ideas and interests are quite different from their age mates. Once they are able to be together, they will begin to develop their potentials for self-actualization.

Gallagher (1975) defines giftedness in the following manner: "The ability to manipulate internally learned symbol systems is perhaps the sine qua non of giftedness. It allows the gifted student to learn on his own, to imagine and create new forms and products, without waiting for a teacher or his environment. Such symbol systems thus give the learner autonomy"(p. 10-11).

The Autonomous Learner Model for the Gifted and Talented (K-12) was developed to meet the diversified cognitive, emotional and social needs of gifted and talented students (Betts and Knapp, 1980). As the needs of the gifted are being met, they will develop into autonomous learners with the abilities to be responsible for the development, implementation and evaluation of their own learning.

When students are involved in gifted programs, they should have an opportunity to pursue their own interests to whatever depth they want (Renzulli, 1977). Becoming an autonomous learner is a difficult task, one which requires new orientations to learning, new development for skills, concepts and attitudes which will be necessary for continued learning.

After developing the appropriate skills, concepts and attitudes, students participating in the Autonomous Learner Model (Figure #1) become involved in their own learning with the idea that through this involvement they can become independent, self-directed learners.

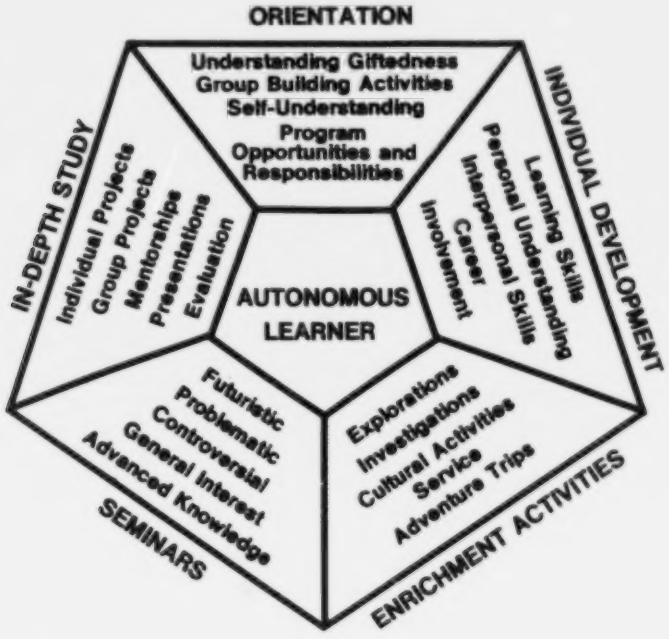


Figure #1.
The Autonomous Learner Model

Rogers (1983) writes about facilitative conditions for learning, feeling free to learn, finding new ways of personal growth, and about what needs to be done to humanize the school. He states:

"We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security; Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world." (p. 120).

Treffinger (1978) defines self-directed learning as responsible autonomy. The concern with this definition is that educators must be concerned with facilitating students to learn to make their own decisions, plan their own learning units, participate, and evaluate them at the end of the study.

Students are not placed into programs for the gifted and automatically become autonomous learners within the first two to three months. The process is difficult and requires a long period of time and a dedication of the adults involved. The Autonomous Learner Model was developed for high school

students; it is now used at the elementary level as well as the secondary level. Emphasis is placed on meeting the individualized needs of gifted and talented students through the use of activities in the five major dimensions of the model:

I. Orientation
II. Individual Development
III. Enrichment Activities
IV. Seminars
V. In-Depth Study

All five dimensions of the Autonomous Learner Model are essential for the development of an individual as an autonomous learner. If we look at the environment, either in or out of school, we see all five dimensions being experienced by the individual who has become an Autonomous Learner.

The Orientation Dimension of the model provides students, teachers, administrators and parents the opportunity to develop a foundation of information concerning the program. Emphasis is placed on understanding the concepts of giftedness, creativity and the development of potential. Students learn more about themselves, their abilities and what the program has to offer. Activities are presented to give students an opportunity to work together as a group, to learn about group process and interaction, and to learn more about the other people in the program.

During the Orientation Dimension of the program, a series of inservices are presented for teachers, administrators, parents and involved community resource people. Again, emphasis is placed on the opportunities possible for students, the responsibilities for students and involved personnel, and information given regarding the overall format of the program.

The Individual Development Dimension of the model (Figure # 2) provides students with the opportunity to develop the cognitive, emotional and social skills, concepts and attitudes necessary for life-long learning; in other words, to become autonomous in their learning.

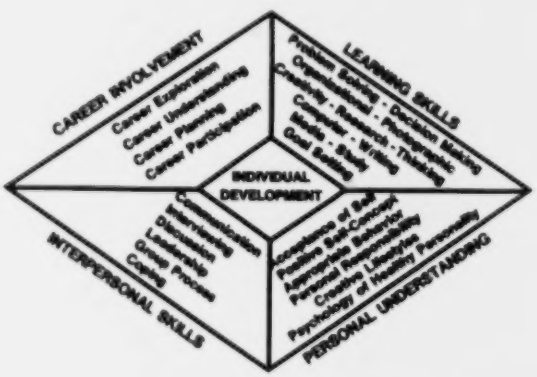


Figure #2.
Individual Development Dimension

The Enrichment Activities Dimension of the model was developed to provide students with opportunities to explore content which is usually not part of the everyday curriculum. Most content in the schools is prescribed. Someone beyond the student is deciding what is to be learned, when it is to be learned, and how it is to be learned. Within the Enrichment Activities Dimension students are able to begin explorations into their major area(s) of emphasis, related areas of interest, and new and unique areas. Students decide what they want to pursue, how it is going to be arranged, and where and when the learning will take place. Gifted and talented students need responsibility in selecting what they are going to study and how they are going to learn.

Most content which is presented is "prescribed." Someone usually beyond the student, and even the teacher, has decided what is to be taught, when it is to be taught, and even how it is to be taught. This is limiting to gifted students, who possess skills for learning which are different from the average student.

The Seminar Dimension of the model is designed to give students, in small groups of three to five, the opportunity to research a topic, present it as a seminar to the rest of the group and other interested people, and to evaluate it by criteria selected and developed by the students. A seminar is essential because it allows students the opportunity to move from the role of a *student* to the role of a *learner*. If students are to become learners, they must have an opportunity for independent individual and group learning, which means having a structure which allows and promotes the development of knowledge by the individuals.

The In-Depth Study Dimension of the model allows learners to pursue areas of interest through the development of a long-term small group or individual in-depth study. The learners determine what will be learned, how it will be presented, what help will be necessary, what the final product will be and how the entire learning process will be evaluated. In-Depth Studies are usually continued for a long period of time. Plans are developed by learners, in cooperation with the teacher/facilitator, content specialists, and mentors. The plans are then implemented and completed by the learners, with presentations being made at appropriate times until the completion of the project. A final presentation and evaluation is given to all who are involved and interested.

Becoming an autonomous learner is a process which takes time, energy, goals, patience and support.

In summary, the Autonomous Learner Model for the Gifted and Talented is developed to give students an opportunity to become autonomous learners. An autonomous learner, by definition, is "one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor" (Betts & Knapp, 1980).

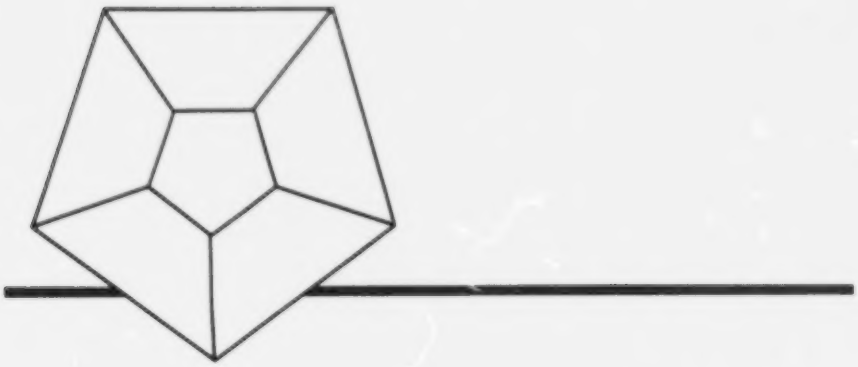
The Autonomous Learner Model

Student/Learner Goals

Student/Learners will:

- Develop more positive self-concepts.
- Comprehend their own giftedness in relationship to self and society.
- Develop the skills appropriate to interact effectively with peers, siblings, parents and other adults.
- Increase their knowledge in a variety of subject areas.
- Develop their thinking, decision making and problem-solving skills.
- Participate in activities selected to facilitate and integrate the cognitive, emotional and social development of the individual.
- Demonstrate responsibility for their own learning in and out of the school setting.
- Ultimately become responsible, creative, independent learners.

The Autonomous Learner Model should not be used directly as it is presented. Each teacher/facilitator should review the model, look at the situation of the school, review the characteristics and needs of the students and then begin to develop a plan of action.



Background for the Autonomous Learner Model

Administrators and teachers at Arvada West High School realized by 1973 that the emotional, social and cognitive needs of their students were not being met. Guidance groups of students were formed and counselors, teachers and administrators met in small groups on an on-going basis to look at possible educational alternatives. A school-within-a-school approach was introduced. The importance of the affective and social domains of the students was being recognized.

The regular classroom is not designed, in most instances, to meet the many diversified needs of many types of students. The gifted many are times not challenged because the curriculum is presented for the "average" student.

By 1975-76 educators were becoming more aware of a sub-group of students who would be called the "gifted and talented." Students who had not been successful at Arvada West were being screened and analyzed to find reasons for the failures within the system. Many of these students were bright, but not motivated in school. At the same time, through the central administration of Jefferson County, the National/State Leadership Training Institute for the Gifted and Talented was contracted to provide a two year series of workshops for administrators and teachers. An awareness of the gifted and talented was being developed both within the school through the needs of the students, and through the district-wide workshops.

Teachers and Administrators became committed to excellence in education for all different types of students, including the gifted and talented. A group of seven teachers, led by the principal, formed a task force to study possible prototypes for use with the gifted. Students were involved in this process which included the development of a definition, a rationale and philosphical

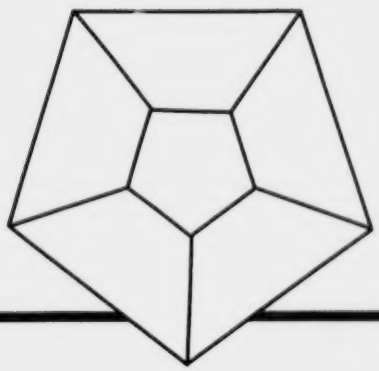
statement, a program design and a ten year plan for program development. The teachers and administrators received on-going inservicing which developed a foundation for the program.

By 1978 the program was named the "Autonomous Learner Model for the Gifted and Talented." The first students selected for the program graduated in the spring of 1979. Follow-up questionnaires, video tapes and personal contacts of many of the graduates have become a component of the program.

An article entitled "Autonomous Learning and the Gifted: A Secondary Model", included in *Secondary Programs for the Gifted/Talented* (Arnold et al., 1981), describes the model after five years of involvement. One important concept of the Autonomous Learner Model is that students have direct in-put in the model. The teachers and students would periodically analyze the model's effectiveness. Major changes were made by the students during the first five years of the program. The concept of student ownership is still one of the most successful ingredients of the program. The gifted are capable of participating in the development of their own education.

Basic Principles of the Model

- Emphasis is placed on the emotional, social, and cognitive development of the individual.
- Self-esteem is encouraged and facilitated.
- Social skills are developed and enhanced.
- Curriculum is based on the interests of the student.
- Students are involved in guided open-ended learning experiences.
- Responsibility for learning is placed on the student/learners.
- Students need experience which allow them to become life-long learners.
- Teachers are facilitators of the learning process as well as dispensors of knowledge.
- Learning is cross-disciplinary.
- Students develop a wider area of basic skills.
- Higher-level thinking skills are intergrated, reinforced, and demonstrated in the learning process.
- Students develop appropriate questioning techniques.
- Varied responses are sought from the students.
- Content topics are broad based, with emphasis on major themes, problems, issues and ideas.
- Time and space restrictions for schools are removed for in-depth learning.
- Students develop new and unique products.
- Students use varied resources in the development of in-depth studies.
- Students participate in individual and small-group learning situations.
- Cultural activities provide new and unique growth experiences.
- Seminars and In-Depth Studies are essential components of the learning process.
- Mentorships provide adult role-modeling, active support and individual instruction and facilitation.
- Completions and presentations of in-depth studies are integral in the learning process.



Present use of the Autonomous Learner Model

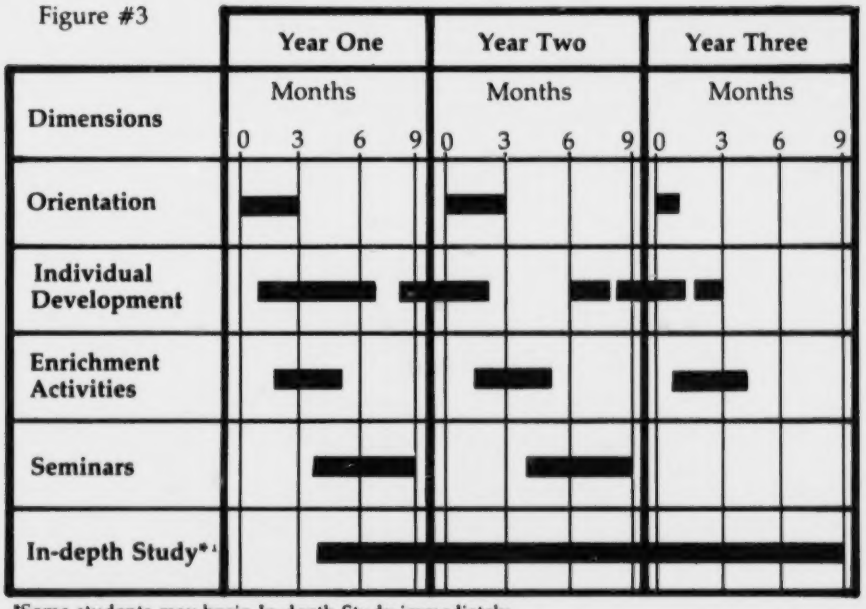
Although the Autonomous Learner Model was developed on the high school level, it has been modified and is presently used in grades K-12. A scope and sequence lists the skills, concepts and attitudes necessary for the development of students as life-long, independent learners. The model is now being used throughout the United States and Canada.

On the elementary level it is presented through a resource room/pullout program approach. Many of the schools that have based their gifted and talented program on the Autonomous Learner Model have students involved two days per week for two-and-a-half hours per day, minimum. The ideal situation occurs when the students use the resource room the rest of the week when they have time for their in-depth study.

Within the middle school, the junior high school and the high school, the Autonomous Learner Model is usually presented to students as an elective course which is offered for a minimum of three years. Students who started the program in the elementary or junior high school, now have the opportunity to be in the program for four more years. (see Figure #3).

Suggested Timeline for Implementing the Model

Figure #3



*Some students may begin In-depth Study immediately.
ˡ After the third year, the majority of time would be concentrated on In-depth study expansion, and out-of-school experiences.

If the model cannot be set up as an elective course, the second possibility is to use it as a component of a regular classroom, such as within the language arts, the social studies or the science areas. The regular curriculum is compacted into two to three days per week and the material for the Autonomous Learner is covered the remaining days.

While the students are involved in the Autonomous Learner Model, they also take required subjects. By the second year of involvement in the program, students may develop an "In-Depth Study Expansion." In this way students begin to combine student-based content for the Autonomous Learner course with regular class subjects, such as science, music, social studies or any other area of interest. The students, the teacher/facilitator of the Autonomous Learner Model, and the content specialist (regular classroom teacher) work together and develop an "In-Depth Study Expansion." This plan covers one or more regular classroom topics plus what the student is developing in the Autonomous Learner.

Also developed when both the teacher/facilitator and the students believe the appropriate skills and techniques have been learned are the "Personal Growth Plans".

The personal growth plan is developed by student, parents, teachers/ facilitators, a content specialist (regular classroom teacher/ counselor) and community resource people, including mentors. The plan provides a roadmap for possible growth for the next two or three years. Whenever necessary, it can be modified, but basically it is the students' plans of the future. What they will be involved in (school-wide and community-based), how they will be involved and where they will be involved. The goal of the model is to facilitate the growth of the students as independent, self directed learners, with the development of skills, concepts and positive attitudes within the cognitive, emotional and social domains.

Who are the Gifted and Talented

Being able to identify the gifted and talented is a monumental task. One widely used definition for the gifted and talented is that of the United States Office of Education (Education of the Gifted, 1972).

Gifted and talented children are those identified by professionally qualified person who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. *General intellectual ability.*
2. *Specific academic aptitude.*
3. *Creative or productive thinking.*
4. *Leadership ability.*
5. *Visual and performing arts.*

The above definition allows for flexibility in deciding who will participate in a program for the gifted and talented. The Autonomous Learner Model is designed to include the following types of gifted and talented students:

Gifted students want to know, want to explore, want to become learners...

The Intellectually Gifted

The intellectually gifted have intellectual abilities superior to other children in the school systems. Scores for these children will be high when looking at achievement and intelligence. They are usually successful in school but are not being totally challenged.

The Creatively Gifted

Once in a while
I am engulfed
by a rare, fleeting feeling
of total spontaneity, creativity.

The creatively gifted have creative thinking abilities which are superior to other children in the school system. These children are divergent in nature and might not score as high as the intellectually gifted on tests of achievement and intelligence, but will score higher on measurements of creativity than the general population.

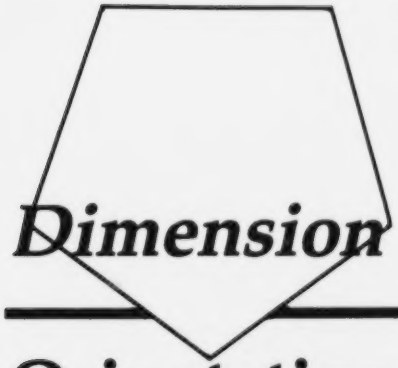
The Talented

The talented have developed one specific area in which they excel. The ability is more focused on one area (such as in math or music) but they possess a very strong drive or motivation to devour everything about that one area. Participation in the area is consistently outstanding and there is the need for further facilitation and enrichment.

Many programs within the public and private schools which are based upon the Autonomous Learner Model strive to identify students from all three of the groups stated above. Usually though, most districts begin with the intellectually gifted and the creatively gifted. It is the desire of the author to facilitate the Autonomous Learner Model to be used with the talented as well as with the intellectually and creatively gifted.

Other school districts which have adopted the model define the gifted according to Renzulli (1978). He states that the gifted possess three clusters of traits: creativity, above-average (but not necessarily high) intellectual ability and task motivation.

The Renzulli definition of the gifted is compatible with the use of the Autonomous Learner Model. The Autonomous Learner Model is basically an enrichment model which provides students the opportunity to become self-directed, highly motivated learners.



Dimension One

Orientation

Orientation provides students with the foundation for independent learning.

The first dimension of the Autonomous Learner Model is Orientation, which is designed to provide a foundation of information about the education of the gifted for students, teachers, administrators, parents and interested community people. All of the people concerned with the program need, by the end of the Orientation, to be able to answer the following questions:

1. What do the terms "gifted and talented" mean?
2. How does the concept of gifted and talented people relate to the students who have been selected for the program?
3. How were the students selected for the program?
4. What is expected of the students? What are the program opportunities and responsibilities?
5. How will community people be involved in the program?
6. What are the goals and objectives of the program?
7. What is an autonomous learner?

The Orientation Dimension of the model provides many answers to the above questions. Students have the opportunity to build a basic understanding of giftedness, their own interests and abilities, the Autonomous Learner Model, and the opportunities they will have while they are a part of the program. The Orientation Dimension for the students is divided into four areas:

1. Understanding Giftedness.
2. Group Building.
3. Self-Understanding.
4. Program Opportunities and Responsibilities.

During the Orientation Dimension, students become aware of the Autonomous Learner Model. Decisions concerning use of the model, selection of the appropriate dimensions and appropriate activities are decisions which should be made by both the teacher/facilitator and the student.

True motivation
is as mysterious
as life itself.
It must begin within.

Understanding Giftedness

Objectives:

1. The students will develop an understanding of the term "giftedness."
2. The students will be able to relate the concept of giftedness to his/her own life.
3. The students will understand the current approaches to the education of gifted and talented students in the United States today.

Activities:

Biographical Sketch

The students each select a famous, eminent person in whom they are interested. The person to be studied, either living now or in the past, is someone the student believes is gifted, a producer, a change agent, a person who has made or is making a significant contribution to society. Time is spent researching the many different aspects of the person, including background about his/her family, peers, abilities, interests, etc. Multiple resources should be used, ranging from books and magazine articles to interviews and letters of inquiry. Whenever possible, an attempt to contact the person directly should be made by the student.

Upon completion of the research, each student presents the findings to the class. Presentations include oral reports, audiovisual presentations and other creative products. The presentations should not be given in one or two days but should be spread out over two or three weeks.

Eminent People News Conference

After the Biographical Sketch has been completed, the students have the opportunity to role play in front of the class. Class members become members of different news agencies (newspaper reporters, radio and television personalities, magazine editors, and reporters) and ask questions of the eminent people from the point of view of the different personalities and their new agencies.

Questions directed to the famous person can include (but are not limited to) the following:

1. What are your most outstanding achievements?
2. What was your childhood like?
3. What obstacles did you have to overcome?
4. As a result of your work or accomplishments , how will the world be different?
5. What is it like to be you?
6. What do you want to do next?
7. Are you satisfied with your accomplishments?

After the news conference for each famous person (usually only one or two per day), the students sit together and discuss the assignment, their experience, and what conclusions can be reached about gifted people. Different assigned people keep records of the discussions.

Eminent People Open House (or "Night of the Notables")

After completion of the news conferences, students are assigned roles in the development of an Eminent People Open House which is presented to other students, teachers, administrators, parents, school board members and other interested people. This activity becomes a "celebration" because it gives the students the opportunity to share their knowledge with an audience by actually becoming their people, dress authentically, and take the roles of the eminent people during the open house.

It is best to have the Eminent People Open House in the evening at the school or in a community building which has several rooms. Basically, three rooms are needed for the successful completion of this event. The first room is used to greet guests, which include the parents, teachers, friends and other invited people. Time is spent telling the guests about the open house by giving them instructions about how they should treat the eminent people. Open-ended questions are encouraged but the eminent people should never be asked their names. The guests must seek information to be able to identify the eminent people. Informal discussions take place which help the guests learn the identity of the eminent people. A list of appropriate questions can be given to the guests at this time.

We all have dreams.
Some come true
while others become plays
never to be performed.

The eminent people, complete in costume, are located in the second room. They are milling around, talking with each other about other issues until the guests are invited into the room. The interaction between the guests and the eminent people lasts approximately an hour.

An Open House cannot be complete without refreshments. In the third room each student presents a learning center about his/her person. These centers are displayed around the room while the center of the room is the location of the refreshments. The refreshments are the favorite food of the eminent people. It is up to the guests to discover which food belongs to which eminent person.

One or two of the students complete the evening by giving a brief summary of the activity and thanking the guests for their attendance.

Guest Presentors (including former students)

Rarely do gifted students have an opportunity to converse with gifted adults and older gifted students. So much can be gained by talking to gifted adults and older gifted students who share excitement about learning, areas of expertise and their own experiences. The teacher/facilitator observes closely the students' personalities, strengths, potentials and areas of interests and then selects adults from the school and the community who can serve as positive role models. Adults who share the students' interests are usually very effective in relating to them. Information about the guest presentors should be given to the students before the actual interaction. Appropriate questions are brainstormed by the students and given to the adults before the actual meeting.

A diversity of people are invited into the classroom. This allows students the opportunity to compare and contrast different approaches, lifestyles and attitudes toward the development of potential. Guests have included commercial artists, doctors, lawyers, corporate executives, actors, professors, private business people and professional athletes. At least five people should be guest presentors during the Orientation Dimension so that different approaches and attitudes are presented.

Readings

Besides having students experience gifted people, it is necessary for them to read about gifted people, different approaches to living, and problems and triumphs which have occurred for gifted people. Included within this activity are readings from the books, On Being Gifted by the American Association/ Gifted Children, Cradles of Eminence by Goertzel and Goertzel, and selected articles which describe the gifted individual, his/her needs and possible educational approaches.

Discussions are held on each of the books and articles. Questions are written by the students before the discussion and are presented to the teacher/ facilitator. An approach which focuses on finding out what we know, what we don't know and what we can learn from the readings in used. Emphasis is placed on the use of critical and creative thinking skills with the material which was read and the questions which were designed for the discussion.

Out-of-School Interviews

One of the major features of the Autonomous Learner Model is that it gives students the experience of contacting people out of the school building. Many times gifted students need more opportunities to develop their interviewing skills. This activity is developed to allow students time to interview gifted and talented people who live and work in their community. Within two years, the teacher/facilitator of the program should contact individuals in the community and ask if they would be willing to have students interview them about their lives, their jobs and their giftedness.

A list of names, addresses, phone numbers, and different interests, jobs, hobbies and areas of expertise are developed and presented to the students. Each student is responsible for selecting three of the people (usually there are at least 25 people on the list) and calling them to set up an appointment for an interview. Class time is spent talking about interview techniques and having the students role-play interview situations within the classroom. When ready, the students then have an interview with each of the people they have selected. A tape recorder can be used if available or notes can be taken if the student feels more comfortable with this approach.

The purpose of the interview is to find out as much as possible about the person, his interests and hobbies, and his ideas and concepts concerning giftedness and creativity. Emphasis should be placed on how the individual feels he or she is creative and how this helps or hinders life on a daily basis.

At the end of the interview a summary is completed. The students are then responsible for developing a short (five-minute) presentation for other members of the class on what they have learned about the selected people, their approaches to life and their attitudes toward giftedness and creativity. An informal discussion is held by the teacher/facilitator and the students. A list of final conclusions concerning giftedness and creativity are brainstormed by the group and developed into a list of ideas to be written up and distributed to each of the class members.

Videotapes

Many of the people who speak to classes for the gifted are extremely busy and will be unable to make routine visitations for each class. It is advisable to begin making videotapes of guest speakers when they come to class to talk about their giftedness, abilities and accomplishments. These videotapes can be shared with students when needed. Also, the tapes can be stopped and discussions can be held concerning the major points which were made by the speaker. In addition, the teacher/facilitator can tape documentaries and biographies of famous people which have been broadcast, and appropriate times when the class discussions are centered on famous, eminent people.

In-Class Press Conference (Self and Giftedness)

Each student is given the chance to find out more about his personality, abilities, and interests in relation to his giftedness. A press conference is held for any student who wants to volunteer for this activity. One at a time, students are asked questions by the other members of the class. The student being asked the questions can choose to answer the question or can "pass" if the question does not seem appropriate or is too personal. Questions could include (but should not be limited to) the following:

1. What do you see as your strengths?
2. In what areas are you gifted?
3. What challenges do you face in the next year? The next five years?
4. What areas of interest do you want to explore at this time?
5. What obstacles do you face in your life at this time?
6. What has it been like to be interviewed at this press conference?

At the end of each press conference, time should be left for a discussion of what happened during the conference. Closure should be completed before moving on to the next person.

Informal Survey
(Definitions, Attitudes and Concepts)

What do other people believe about creativity, intelligence, giftedness, ability and potential? Students, with the guidance of the teacher/facilitator, develop a questionnaire which will allow them to learn what other people believe about the terms they have been studying. The questionnaire can be used to interview people personally or in writing. Students then brainstorm a list of people to whom they can give the questionnaire.

After the completion of the informal survey, students discuss the results and determine the attitudes, definitions and concepts that others have about giftedness, creativity and intelligence. The results can be shared through a

variety of products if the students so desire; however, some groups will choose not to share.

Mini-Seminars

A mini-seminar gives students the chance to go into more depth on a topic of their choice which is related to the area of understanding giftedness. A topic is selected by the entire group under the direction of the teacher/facilitator. Topics have included brain/mind research, intelligence testing, creativity, super-learning and thinking skills. Small groups of students work on selected components of the seminar. A seminar consists of the following components:

1. Presentation of factual information.
2. Group discussion and/or activity.
3. Closure on the topic.

Three to four days are given for the research, one to two hours for the actual seminar and approximately 30 minutes for the analysis of the seminar content and format. After completing a mini-seminar, students will have gained new organizational and research skills which will be helpful later in their work within the Autonomous Learner Model.

Discussions

Discussions are frequent and informal. New information is being presented to the students and time is needed to digest or internalize the material. Topics are brainstormed by the students whenever applicable. No structured format is used. Students are given the freedom to hold discussions in ways that are beneficial to them.

Closure Activity

At the end of each area (in this case, Understanding Giftedness) the students develop a closure activity which allows them to synthesize all the new information they have received from the activities in which they participated. The teacher should not prescribe, but should allow students to develop the activity. Some groups choose an informal approach while others become extremely involved, completing a product and presentation. Several of the groups develop their own definition of giftedness while other groups develop provocative questions to pursue in the future. The purpose of the closure activity is for students to synthesize the information, not for them to demonstrate the learning for the teacher/facilitator or for the administrators.

Group Building Activities

Objectives

1. The students will comprehend the dynamics of the group process.
2. The students will be able to apply the dynamics of group process to their environment.
3. The students will participate in group building activities.

You cannot control how the world handles you, only how you handle your world.

Activities

Personal Interview

The students are asked to find another student to get to know better through a personal interview. Students move their chairs so that they are able to communicate directly with their partners. A series of questions are given. Students are allowed a few minutes to review the questions and may eliminate or add any questions which would help them to get to know more about their partners.

One student in each pair begins by asking questions of the second student. The second student can either answer or choose to pass. After answering questions, the questioner summarizes what he has learned about the respondent. The second student then responds to the feedback in a dialogue with the first student.

Now it is time for the second student to ask the first student the same question although he can add or delete to make the interview more meaningful. The above process is then completed for the second student.

After the personal interview, the two students now prepare to introduce their partners to the rest of the group. It is essential that the teacher/facilitator also participate in this activity with the students.

Possible Questions (start with these, but develop your own):

1. What thing do you like about yourself?
2. What are you trying to become more of?
3. What is something about youself you would like to improve?
4. What is a door you wish were open to you now?
5. How do you express love for others?
6. How can you express or show more love?
7. What is one time in your life which was extremely exciting and successful?
8. What is one thing about yourself you would like to share with me?
9. What is one question you would like me to ask of you?

Retreat

Being alike has brought us together. Being different will help us to grow.

A retreat is held each fall for the students, teachers/facilitators and community resource people. Although many of the activities can be completed in the regular school, it is advantageous to take the students out of school to a lodge, a camp, or somewhere different from their regular environment. There are several purposes for the retreat:

1. Gifted and talented students benefit from being together as a group. This experience provides time to interact and to form new friendships.

2. Activities are planned which provide opportunities for self-awareness, understanding and increased self-esteem.

3. The ability to work as a group member is essential for students in the Autonomous Learner Model. Group activities are planned to provide all involved with situations which allow them to work together to complete tasks as a large group and as a small group. Many different activities can be included at the retreat, but the following should be included:

1. Secret Friends. All participants meet at the beginning of the retreat to talk about the activities, responsibilities and time schedule. Each person is given a small piece of paper on which to write their name and return it to the leader. The leader puts the names into a hat and each person then picks out a name. This person becomes the other person's secret friend. For the entire retreat, each person is to be kind to their secret friend. In other words, people should make the retreat a little better by doing small favors, making things, or just talking and being with the secret friend. Everything must be done in such a way that people will not guess the identity of their secret friend.

At the end of the retreat the group is brought together and each person has a chance to guess the identity of their secret friend. In this way each person will know who made the retreat a little nicer for them.

2. Post Office. A large white envelope is placed on a window in the lodge for each person. Their first and last name is printed on the envelope in large letters with a black magic marker. These envelopes serve as the mail box for each of the participants.

During the retreat, paper and pens are placed by the mail boxes to let each person write a note to anyone they choose and to leave their note in the appropriate envelope. By placing the envelopes on a window, each person can see if they have received mail. This activity gives each person the opportunity to communicate with other students whenever they so desire. This is a very popular retreat activity.

3. Talent Show. A talent show is held in the evening of the overnight retreat. Everyone must participate. People are told about the talent show weeks before the retreat so they may prepare and collect props to bring with them. Volunteers serve as master of ceremonies and keep the show running between the acts. This activity helps get all participants working together for a common purpose.

4. Student-Directed Activities. Students are given the opportunity to develop activities which will be held during the retreat. These can include communication skills, creativity training, films of special interest to the group or activities based on content material, such as astronomy, ecology, and archaeology.

5. Pass the Gavel. At the end of the retreat the group assembles for a final meeting. People try to guess the identity of their secret friends and close the retreat by participating in an activity entitled "Pass the Gavel." The leader of the group has a gavel. To begin the activity, he passes the gavel to the person on his left. As long as that person has the gavel, he is the only person who may speak. The person can talk about his feeling about the retreat, his perceptions of the other people or feelings about the group in general. If the person so chooses, he may "pass." When he's finished, the person passes the gavel to the next person. Ultimately, the gavel will return to the leader, who now has the chance to share his feelings and to bring closure to the retreat.

A Note to Remember:

Besides the activities, it is essential to have students be responsible for the development and implementation of the retreat. This requires them to plan the location, means of transportation and what to do after they get there. Most retreats begin at a lodge on Friday afternoon and end Saturday afternoon. Students must raise the money necessary for the retreat and are responsible for purchasing the food. Small groups are organized to develop the agenda, to plan menus and actually prepare meals for the other people. Additional groups are responsible for the clean-up after meals and the necessary housekeeping of the lodge. All of these tasks could be done by adults, but it is best to give these responsibilities to the students.

Starve Your Vulture Campaign

Based on the book entitled *Vultures* (Simon, 1978) this activity helps students to learn about positive self-concepts, positive and negative behavior and attitudes towards developing a positive environment for growth. When people are born, they do not possess a "vulture, " but by the time they are five or six years old, they begin to develop a "vulture." Some people have a very small "vulture" while others have a large one. A "vulture" is described to the students in detail, with recognition of their ugly beaks and the fact that they are not a clean bird; not exactly the type of bird a person would want as a household pet. But most people do not realize that many people have a "vulture" living in their stomachs. A "vulture" lives on two types of food: "self put-downs" and "put-downs by others." Whenever you put yourself down, or others put you down, your "vulture" becomes larger and your self-esteem is reduced. In other words, vultures have a negative effect on the person and should be starved so that the person can continue to grow and develop.

Students are presented with the vulture story and then participate in a "starve your vulture campaign." Signs are made, stories about the vulture are presented to others and statistics are kept on how many times they feed, or begin to starve, their vultures. The result is that students become more aware of positive and negative behavior and what they can do to become healthier.

Temperature Readings

Virginia Satir uses this technique to help people learn more about themselves and others. Satir is a world-renowned family therapist who specializes in teaching people how to communicate more effectively with each other. Temperature readings are shared with the group each time they meet at the beginning of the session.

Each person has a certain "emotional" temperature which describes how the person is feeling at a certain time. The scale for the temperature rating is from 1 to 10. If a person is a "1", then he/she does not feel good about the day and what is happening. Life is difficult. Everything seems to be going wrong. A "5", life is better than a "1". Everything is okay, but not exciting. When a person is rated a "10", life is an adventure, an exciting happening. The person feels good about what is happening and wants to tell everyone how exciting life is at that time.

Each person in the group is asked for their rating and given an opportunity to communicate about why they have chosen a certain rating. One after another, each person shares their rating until it is time for the teacher/facilitator to share his/her rating and to summarize the activity. This experience is used to let students know more about themselves and about the others in the group. We respond differently to a person if they are a "1" rather than a "10". This activity helps build rapport, general acceptance and understanding of the people in the group.

Closure Activity (Group Problem-Solving Activity)

Within the Orientation Dimension of the Autonomous Learner Model, each group works together to use group process and creative problem solving skills in the development of a project. As a group, students choose the activity they want to pursue which would benefit their group, the school or the community. After brainstorming ways of completing the task, the group is then given time to become involved in the task and the completion of the project. Projects have included setting up a health program within a school, developing a better food system for the students, organizing a Saturday conference complete with activities and speakers and recommending strategies for improving the traffic conditions in a community.

In other words, students decide on something which is meaningful to them, devise a plan and then actually participate in and complete the activity. The results are communicated within the school, to the school board and the administration and to the entire community.

Self-Understanding

Objectives

1. Students will develop a better understanding of self and their interests, aptitudes and areas of strength.
2. Students will develop a more positive self-concept and self-esteem.

The last frontier of man will be to understand himself.

Activities

Review of Identification Information

Many students are confused about why they have been selected to be involved in a program for the gifted and talented. This activity allows them to know the definition of gifted and talented which is used for the program, the identification procedures which were followed and the information which was received to select them for the program. It is essential for the gifted and talented to understand basic information concerning the program, including identification, tests, questionnaires and final selection procedures.

Nourishing and Toxic Behavior

A list of behaviors are presented to the students. They are asked to read each statement and then to evaluate it as either toxic or nourishing. After each student completes the entire list of behaviors, the group then evaluates the list of behaviors together, discusses the behaviors which were presented and the idea of nourishing and toxic behaviors. This activity helps students to become more aware of their behavior and how it affects other people.

The list of behaviors can include but should not be limited to the following:

1. A person becomes defensive because he doesn't receive the job for which he applied.
2. A person withdraws from people because she is afraid others will laugh at her.
3. A person cries for another person because of a problem the other person has faced.
4. A person asks the other person what is wrong because she knows her friend is upset about something.
5. A student tells the teacher that one of the classmates was cheating on a test.
6. A mother scolds her son when she is embarrassed because the son was not behaving at the store.

A Note to Remember:

After using the statements above and others you have added, be sure to give the students opportunities to write their own statements and then to discuss them to see if the behavior is either nourishing or toxic.

Learning Style Inventories

Teachers must look at the learning styles of gifted students in the classroom. One of the best ways to understand students and to have them understand themselves is to use an appropriate learning style inventory. Learning Styles Inventory: A measure of students preference for instructional techniques (Renzulli and Smith, 1978) is used. The results can be very effective when helping a student to develop learning strategies for the program.

Students and Learners: The Transition

Within the 12 years a student spends in a school system, time must be spent allowing and helping the student to become a learner rather than having the individual continue in the role of a student.

A mini-lecture, given by the teacher/facilitator, is presented to students about the differences between a student and a learner, and about the process or transition which will take place for the students in the Autonomous Learner Model. Students are asked to brainstorm the different roles of a student and a learner and then to look at themselves to see where they are and what they can do to become learners. The idea of becoming a self-directed, life-long learner is the goal of this model and is again presented to the students.

Selected Journals

Most assignments in which students are asked to keep a daily journal usually fail after the third or fourth week because students will only keep journals when they are involved and excited about events, people and feelings about themselves and their friends. In our model, the teacher/facilitator shares the journal he/she is keeping and then explains about different types of journals (descriptive of people, places, events, feelings, etc.) and the importance of keeping a journal. Students discuss journals and journal writing and then decide individually if they want to keep one. Usually the journal is private and is not asked for by the teacher/facilitator. The journal can be shared by the students if they choose, but journals are written by students, for themselves.

Closure Activity

At the end of each area (in this case, Self-Understanding) students develop a closure activity which allows them to synthesize the new information they have received from the activities in which they participated. Do not prescribe this activity, but allow students the opportunity to develop the activity. They

may choose to have each student develop a project which would help them synthesize the new information about self with what they already knew and to present this project to the rest of the group. In other words, the students would complete a project entitled, "Where I Am Now."

Another option would be to have students write letters to themselves and to have the letters sent to them by the teacher/facilitator six months later. The letter gives the students a look at where they have been, what they were like and the growth they have experienced.

Program Opportunities and Responsibilities

Objectives

1. The students will understand the Autonomous Learner Model for the Gifted and Talented.
2. The Students will develop a "Student/Learner Growth Plan" in relation to the activities of the Autonomous Learner Model, available classes, activities and special events of the school.

Activities

Presention of the Autonomous Learner Model

The teacher/facilitator develops a presentation on the Autonomous Learner Model which is given to students, other school staff, interested parents and available community resource people. A packet of material on the model is also given to the people involved. Students ask questions about the model and then have the opportunity to develop activities for the different areas within the five dimensions. In small groups the students give mini-presentations on the model and the activities they would like to complete. It is extremely important that students have input into the curriculum for the Autonomous Learner Model.

Gifted students know what they need to help them meet their cognitive, emotional and social challenges. Ask them, listen closely, and the program will become appropriate.

Program Search and Self-Integration

The teacher/facilitator is responsible for developing a "program search" to be used in the school. The entire school staff (in small groups, such as grade levels or subject areas) meet together, under the direction of the teacher/facilitator, to brainstorm all activities which are now available in their areas for gifted and talented students. The students and the teacher/facilitator also complete a "program search" in the community. Community people are sought who can be speakers, resource people and possible mentors.

The results of the school search and the community search are compiled and presented to the students. Each student then begins to select activities appropriate for his/her interests and abilities.

Life-Long Learning Approaches

Gifted students have the potential of becoming life-long, independent learners with the appropriate skills, concepts and attitudes. Emphasis must be placed on the development of these skills, concepts and attitudes.

Gifted students need to be exposed to the concept of life-long learning. The teacher leads a discussion about this concept and has the students brainstorm key features to becoming a life-long learner. Adults who are identified as life-long learners are then invited to the class to talk about what they are doing and what they did to become life-long learners.

Students are then asked to outline the types of activities, skills, concepts and attitudes they will need to become life-long learners.

Guest Speakers (Content Specialists, Mentors, Etc.)

The Dimensions of Seminars and In-Depth Studies are the most difficult for the students to understand and complete. Many times they do not realize how others can serve as advisors and mentors. The teacher/facilitator selects teachers within the school (content specialists) and community resource people (advisors and mentors) to speak to the students about their work and how the students can work with them. An effort is made to bring in people who have the same interests as the students.

Investigation of Seminars and In-Depth Studies

Although this is still the Orientation Dimension of the model, students (individually or in small groups) must begin to look at topics which may become Seminars and In-Depth Studies. A small period of time (2-3 days) should be given for exploration. The final activity is an oral report the class regarding which topics they researched for possible Seminars and In-Depth Studies. Some students might be ready to begin an In-Depth Study at this time.

Closure Activity

(Student/Learner Growth Plan)

The moment has arrived, when students are ready for the opportunity to develop a student/learner growth plan to be used in the Autonomous Learner Model. The "personal growth plan" should include the following:

1. Activities to be completed in:
   a. Individual Development
   b. Enrichment Activities
   c. Seminars
   d. In-Depth Studies
2. Resource people:
   a. Content Specialists
   b. Advisors
   c. Resource People (short-term)
   d. Mentors (long-term)

3. In-School Participation:
   a. Advanced Courses
   b. Enriched Courses
   c. Extra-curricular activities
   d. Special Events
   e. In-Depth Study Expansions (to other school departments)
4. Out-of-School Participation:
   a. Career Explorations and Participations
   b. Explorations and Investigations
   c. Adventure Trips
   d. In-Depth Studies (mentors)
5. Skills, concepts, and attitudes necessary to become life-long learners.

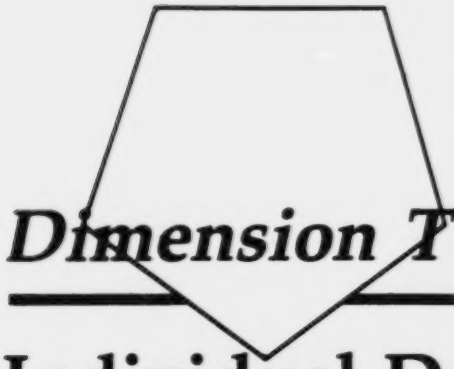
Dimension One/ Scope and Sequence

Dimension One. Orientation
Goal - To help students understand their giftedness and how it affects them and others.

Area	K-1	2-3	4-5	6-8	9-12
A. Understanding Giftedness					
1. Differences between giftedness and intelligence	-	A	I	D	AP
2. Characteristics of giftedness	-	I	D	D	AP
3. Definitions of giftedness	-	A	I	D	AP
4. Positive and negative aspects of being gifted	A	A	I	D	AP
B. Group Building Activities					
1. Warm-up activities and boundary breakers	D	D	D	D	AP
2. Open discussions	D	D	D	D	AP
C. Self-understanding Program					
1. Strengths and weaknesses	A	I	D	D	AP
2. Abilities and life goals	A	I	D	D	AP
D. Opportunities and Responsibilities					
1. Structure of the program	D	D	D	D	AP
2. Dimensions and goals of the program	D	D	D	D	AP

Key

A - Awareness - Although the concept or skill is not systematically taught the teacher capitalizes on opportunities for incidental learning.
I - Introduction - The concept or skill is formally introduced
D - Development - The concept or skill is reviewed and students' competence in that concept or skill is systematically developed
AP - Application - The concept or skill is reviewed as necessary and is applied by the learner in learning experiences.



Dimension Two

Individual Development

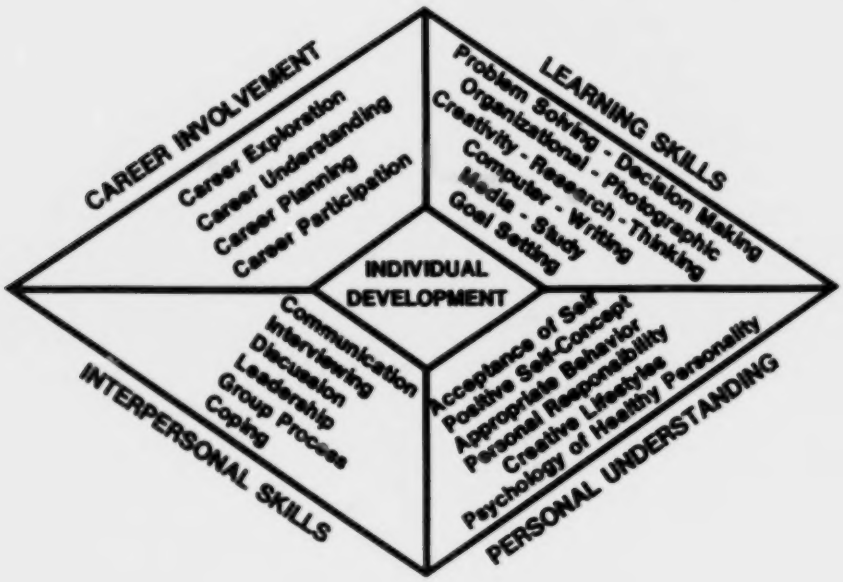
The second dimension of the Autonomous Learner Model is Individual Development (see Figure # 4), which is designed to give students the appropriate skills, concepts and attitudes for life-long learning . . . in other words, to help them become autonomous learners.

At the beginning of involvement in the model, the students are seen as being in the role of "students" during Orientation and Individual Development. During Enrichment Activities, the third dimension, students are seen as "students/learners," and as "learners" in Seminars and In-Depth Study, the fourth and fifth dimensions of the model.

Individual Development provides the opportunity to develop the skills, concepts and attitudes necesssary to move from student to student/learner. These skills are related to the cognitive, emotional and social needs of the individual. The activities in this dimension are determined by the strengths and skills of the teacher/facilitators and are not prescribed as much as they are in other dimensions. A total involvement of all of the areas and skills in this dimension will take two to three years to complete. Work in this dimension is never completed, as new and different skills, concepts and attitudes will be added as the teacher/facilitators learn more about this approach from their experiences.

The Enrichment Activities Dimension is divided into four basic areas:

1. Learning Skills
2. Personal Understanding
3. Interpersonal Skills
4. Career Involvement



Learning Skills

Besides being a dispenser of knowledge, a teacher must become a facilitator of the learning process. A teacher facilitates, guides, questions and supports, but does not direct, specify or restrict.

Objectives

1. Students will understand the importance of developing skills, concepts and attitudes for life-long learning.

2. Students will participate in activities developed to provide the skills, concepts and attitudes for life-long learning.

3. Students will demonstrate the skills, concepts and attitudes which have been presented in the area.

Activities

Teacher/Facilitator Preparation

At this time in the use of the Autonomous Learner Model, the teacher/facilitators decide which skills are going to be presented at the beginning of this area. Complete units are developed on the areas which are selected from the following:

1. Problem Solving Skills.
2. Organization Skills.
3. Creativity Skills.
4. Thinking Skills.
5. Writing Skills.
6. Decision Making Skills.
7. Goal Setting Skills.
8. Photographic Skills.
9. Research Skills.
10. Computer Skills.
11. Study Skills.
12. Additional skills designed by the teacher/facilitators and the students.

In relationship to thinking skills, the majority of the content is confined to the use of the lower levels of thinking, such as knowledge, comprehension, and application. The entire range of thinking skills from knowledge to evaluation is not covered. Gifted students need to challenge to be involved on all levels.

A unit is developed for each area stated above. Not all of the areas can be covered during the first year so it is the decision of the teacher/facilitators as to which units will be covered first. This decision is based upon the needs and abilities of the students, the strengths of the teacher/facilitator and the availablity of materials of each unit. Throughout the entire program, it is recommended that all of the areas be introduced to the students. Learning Skills activites which the author believes are essential at the beginning of this dimension are included here.

Problem Solving Skills

An area which is essential for the cognitive, emotional and social development of the individual is problem solving skills. The Future Problem Solving Program, developed by E. Paul Torrance, provides students the opportunities to develop problem solving skills while looking closely at the problems that are faced in our world. Students are formed into groups of four and can compete in state and national competitions. A seven-step process is introduced to the students and used to develop solutions to the problem presented. For all materials related to future problem solving and for information concerning the competition, contact:

Dr. Anne Crabbe, Director
Future Problem Solving Program
Coe College
Cedar Rapids, Iowa 52402
(319) 399-8688

Creativity

Students must learn how to think creatively. They must learn how to generate new ideas, how to look at something from a different point of view, how to elaborate and build on a new idea and how to develop ideas that are original and unique. In other words, it is essential to teach students about fluency, flexibility, elaboration and originality in relation to thinking creatively. Students must know how to think divergently to solve problems and to develop new ideas.

Creative Thinking and Problem Solving in Gifted Education is a book written by John F. Feldhusen and Donald J. Treffinger. Included in this book are activities and materials which can be used to enhance the creative thinking and problem solving abilities of the students. Chapter Four, "Method of Teaching Creativity and Problem Solving," is essentially useful at this time. Activities can be developed and used directly. Chapter Six, "Reviews of

Instructional Materials and Books for Teaching Creativity and Problem Solving" will be extremely beneficial to the students and to teacher/facilitators.

Closure Activities

At the end of this area (if it is ever thoroughly completed), the students are asked to read a book written by Roger von Oech, *A Whack on the Side of the Head: How to Unlock Your Mind for Innovation,* which is essential reading for the students and the teacher/facilitators. After the reading is completed, group discussions are held and the following questions are discussed:

1. What is creativity?
2. What is creative problem solving?
3. In what ways am I creative?
4. What is it that blocks my creativity?
5. How can I become more creative?
6. How can we, in this group, become more creative?

Personal Understanding

Acceptance of Self

An essential component of personal growth is acceptance of "self," becoming aware of one's own strengths and weaknesses, joys and sorrows. Students need to develop better self-understanding which can lead to self-acceptance. *Journeys Into Self,* a structured exercise in self-exploration, was developed by the author specifically for gifted and talented students. Each student is given three to four of the *Journeys Into Self* booklets each year, approximately two to three months apart. After completion of the open-ended questions contained in the booklet, the teacher/facilitators collect them and keep them until the time of a conference when the students and the teacher/facilitator will sit down and discuss similarities and differences between the responses on the same questions. With adult guidance, this activity can have a strong impact on the individual's ability to accept self.

You are able to continue
into the unknown for
your security is carried within.

Appropriate Behavior

"What is the right thing to do?" "Will people accept me if I am honest with them?" "Why won't you let me be myself?" These are all questions which need to be explored in this area on an ongoing basis. The technique of "role-playing" is essential in this exploration. Many times students do not know the difference between appropriate and inappropriate behavior. Role-playing will give them opportunities to discover the differences.

For example, let's role-play a group of students who are unhappy with the school and how it operates, and who want to talk to the principal. It is

important that they approach him and talk directly with him in an appropriate manner. Students are then asked to role-play different situations in which they behave in appropriate and inappropriate ways. The group then discusses the role-playing situations and gives suggestions on improvement.

Creative Lifestyles

A person's dream is not important because it does or does not happen, but because it could happen...

It is essential that students look toward the future to see what they want to be and what occupations they want to pursue as adults, but it is also extremely important to have them begin to explore the concept of "creative lifestyles." Students are asked to research the different lifestyles they would like to pursue. They are asked questions, such as "What kind of a job format would you like?" "What kind of house do you want?" "What amount of income do you need?" and "What kind of lifestyle do you hope to pursue?"

After the research is completed, discussions are held on the answers. The group then decides who they know whom they believe lead "creative lifestyles" similar to a lifestyle they would like to pursue. These people are invited into class to talk about their lifestyles, how they were developed and what advice they would have for the students.

Closure Activity

Students are asked to develop a closure activity which will allow them to synthesize all of the information they have received from the activities in which they have participated. This activity will be different for each group.

Interpersonal Skills

Objectives

1. Students will understand the importance of developing interpersonal skills necessary for life-long learning.
2. Students will participate in activities developed to provide the interpersonal skills necessary for life-long learning.
3. Students will demonstrate the interpersonal skills which have been presented in this area.

I am endless,
possessing the strength and power
to change my path, my destiny.
My life is my movement.

Activities

Teacher/Facilitator Preparation

At this time in the use of the Autonomous Learner Model, the teacher/facilitators determine which interpersonal skills in this area will be presented. Complete units are developed in areas selected from the following:

1. Communication Skills.
2. Interviewing Skills.
3. Discussion Skills.
4. Leadership Skills.
5. Group Process Skills.
6. Coping Skills.

A unit is developed for each area stated above. Not all of the areas can be covered during the first year, so it is the decision of the teacher/facilitators which units will be covered first. Throughout the entire program, it is

recommended that all areas be introduced to the students. Interpersonal Skills activities which the author believes are essential at the beginning of this dimension are included here.

Communication Skills

The ability to listen attentively to another individual, the ability to send your message clearly, and the ability to provide appropriate feedback are skills which can be learned, developed and enhanced. Each person needs to understand how to send and receive messages. Students are introduced to the following concepts:

Reflective Listening

Reflective listening is a skill which helps the individual listen for another person's message: to listen beyond the words and hear what is being said.

After hearing what has been said, the person is able to verbalize and rephrase the message of what the person is saying.

Congruent Sending

Another aspect of effective communication involves being able to send messages which are congruent with a person's feelings, values and current emotional state. This involves non-verbal as well as verbal communication.

After the introduction and discussion of these concepts, students observe two students "role-playing" a situation and observe them using reflective listening and congruent sending. Students are then divided into dyads and given an opportunity to experiment with the use of these skills. The activity of observing people involved with reflective listening and congruent sending is ongoing throughout the program.

Interviewing Skills

Interviewing skills are necessary for people who want to be independent, self-directed learners. Students are introduced to the importance of these skills. Discussions are held to determine what interviewing skills are and how they can be developed. Students use role-playing to interview each other, followed by group critiques. The following points are covered in reference to interviewing skills:

1. The development of background information on the person being interviewed.
2. The development of clear and precise questions.
3. The use of "probing" questions when more information is necessary.
4. The importance of reflecting what is being said at appropriate times to clarify the message.
5. The importance of "timing" within the interview.

After the completion of role-playing, students are asked to select a topic area in which they would like to interview people to learn their ideas and attitudes. After the topic is selected, appropriate, clear and precise questions are developed. The interviewer is then asked to interview people in the following age groups: under 10, 11-20, 21-30, 31-50, 50-70, and 70 and over.

After the completion of the interviews, each person compiles the information gathered and prepares an oral report to share with other members of the program. The report contains four sections:

1. What was learned about the topic.
2. What was learned about interviewing.
3. What was learned about people.
4. What was learned about yourself in the situation.

The reports are informally shared with the group and a discussion follows on the importance of interviewing skills for the development of life-long learning.

Coping Skills

"How do I learn to deal with the frustrations of being gifted?" "Why can't people accept me as I am?" "What if I don't get straight A's this semester?" All of these questions and many more will be heard by the teacher/facilitators during the program. Gifted students need time to be able to discuss those issues and problems which are of great concern to them.

Every time there is conflict I see a new opportunity for understanding.

A voluntary "Coping Group" should be developed to allow the students to talk about themselves, their peers, their parents and their world. This group should meet once every other week at the beginning. Students are invited to attend but attendance is not required. In the beginning the group would be informal but specific topics could be addressed if the group so desires. A coping group is essential for appropriate discussion of problems as well as for developing skills to deal with problems and conflicts in the future.

Closure Activity

At the end of this area (although the "Coping Group" should continue), students are asked to develop a closure activity which will allow them to synthesize all of the new skills they have developed from the activities in which they have participated. This activity will be different for each group.

Career Involvement

As our confidence in ourselves increases, our ability to venture into the unknown increases.

Objectives

1. Students will comprehend the importance of careers and career explorations.
2. Students will explore careers of their choice.
3. Students will complete a Career Participation.

Activities

Career Exploration

The Career Involvement Area of the Individual Development Dimension is developed so that students may know about, and become involved with, a diversity of careers while they are still in school. Through the help of school counselors (if available), a unit is presented concerning the world of careers. This unit will vary according to the personnel and materials available at each school.

Students are asked to begin thinking about areas they would like to explore. A brainstorming session is held to determine in which specific careers the students are interested. As a result of the brainstorming, the teacher/facilitator selects the most popular career fields and invites representatives from these career fields to speak to the students. Questions are brainstormed by the students for guests who come and speak about their careers.

This information will continue to develop as students learn more about different careers available to them.

Career Participation

After several months of involvement in the area of career exploration, students now become more directly involved with careers. Students are asked to select a career area in which they would actually like to participate. After the selection of three to four areas, the students and the teacher/facilitators work together to find locations where the students can spend approximately 20 to 50 hours in actual participation. Students work directly with the people at each location.

A final conference with the career people, the student and the teacher/facilitators is held to answer questions and to bring closure to each career participation.

Closure Activity

At the end of this area, the students are asked to develop a closure activity which will allow them to synthesize all of the new information they have gained about careers. This activity will be different for each group.

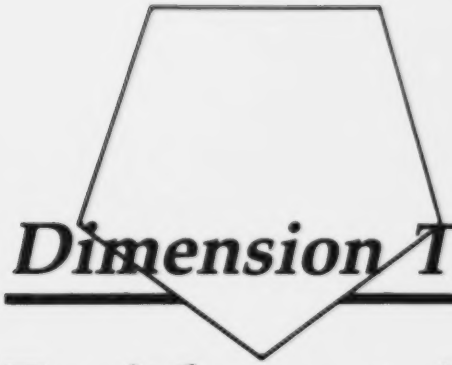
Dimension Two/ Scope and Sequence

Dimension Two. Individual Development
Goal - To develop cognitive social and emotional skills necessary for becoming Autonomous Learners.

Area	K-1	2-3	4-5	6-8	9-12
A. Learning Skills					
1. Thinking Skills/Logic	-	-	I	D	AP
2. Creativity	I	D	D	D	AP
3. Research	I	D	D	D	AP
4. Media	I	D	D	D	AP
5. Problem-Solving	-	A	I	D	AP
6. Decision-Making	I	D	D	D	AP
7. Organization	I	D	D	D	AP
8. Writing	I	D	D	D	AP
9. Computer	I	D	D	D	AP
10. Photographic	I	D	D	D	AP
11. Goal Setting	I	D	D	D	AP
B. Personal Understanding					
1. Acceptance of Self	I	D	D	D	AP
2. Positive Self-Concept	I	D	D	D	AP
3. Appropriate Behavior	I	D	D	D	AP
4. Personal Responsibility	I	D	D	D	AP
5. Creative Lifestyles	-	A	D	D	AP
6. Psychology of Healthy Personality	-	A	D	D	AP
C. Interpersonal Skills					
1. Communication	I	D	D	D	AP
2. Interviewing	-	A	I	D	AP
3. Discussion	A	I	D	D	AP
4. Leadership	A	I	D	D	AP
5. Group Process	A	I	D	D	AP
6. Coping (Effective Life Skills)	I	D	D	D	AP
D. Career Involvement					
1. Career Exploration	A	A	I	D	AP
2. Career Understanding	A	A	I	D	AP
3. Career Planning	-	A	I	D	AP
4. Career Participation	-	-	A	I	AP

Key

A - Awareness - Although the concept or skill is not systematically taught the teacher capitalizes on opportunities for incidental learning.
I - Introduction - The concept or skill is formally introduced
D - Development - The concept or skill is reviewed and students' competence in that concept or skill is systematically developed
AP - Application - The concept or skill is reviewed as necessary and is applied by the learner in learning experiences.



Dimension Three

Enrichment Activities

The third dimension of the Autonomous Learner Model is Enrichment Activities. Emphasis is placed on helping the student/learners become more aware of what is "out there" to be learned. Most of what is taught in school can be labeled "prescribed content." Someone, usually somewhat removed from the classroom, decides what is to be taught, when it is taught and even how it will be taught.

Enrichment Activities allow students the opportunity to find out what they want to study, how to pursue their topics, and how to synthesize the information into a meaningul product.

The purpose of this dimension is to introduce the student/learner so the concept of "student-based content," to give them the opportunity to decide what they want to study. Some student/learners will automatically know what they want to pursue, while others will need direction and guidance in learning possible methods of defining areas of student-based content.

In the Autonomous Learner Model, there are basically three "types" of student-based content. The first is "Passion Area Content," which is based on those areas the students love, the areas which are "devoured." Many student/learners already know their "passion areas" and now need opportunities to go more in-depth in their learning. Other student/learners will need to examine many different areas before feeling comfortable with labeling an area as a "passion area of learning."

Gifted students need "school time" to develop three different types of student-based content. These are "passion areas," "related passion areas," and "new and unrelated content areas." Passion areas are those interests which are extremely important to students. They are areas of excitement, commitment and involvement. Related passion areas are usually related to main passion areas which have not been totally explored by students. New and unrelated areas provide students with the opportunity to continue exploration without restriction in their pursuit of new knowledge.

The second type of student-based content is called "related passion areas." Many times the student/learners have not adequately explored areas which

are related to the "passion areas." Through experiences in this dimension, the student/learners will become aware and begin to pursue the "related passion areas."

The third type of student-based content is the "new and unrelated areas." While the student/learners are continually involved in "passion areas" and "related passion areas," it is essential for them to continue to explore and discover new and unrelated areas of content which might possibly lead to the discovery of new "passion areas."

After the content is selected by the student/learners, it is essential that they have opportunities to study topics in more depth, although most people are not yet ready for a formal in-depth study. The areas of Exploration and Investigation provide experiences in which the student/learners can apply the skills, concepts and attitudes which were learned during the Individual Development Dimension of the Autonomous Learner Model to content areas of their choosing.

The Enrichment Activities Dimension provides opportunities for student/learners to define and pursue those content areas which are extremely relevant to them. This is done through Enrichment Activities:

1. Explorations.
2. Investigations.
3. Cultural Activities.
4. Service.
5. Adventure Trips.

Explorations

Objectives

1. The student/learners will demonstrate the ability to select a topic which is meaningful to them.
2. The student/learners will successfully complete a group and an individual exploration.
3. The student/learners will report to other class members what was learned and how it was learned.

Activities

A Group Exploration

The purpose of this activity is to give students an experience in which they must define a topic, explore that topic and report their findings to the entire group. Conclusions are then brainstormed regarding "Explorations" and the benefits of this approach for student/learners.

By now, class members are comfortable with each other, understand the goals of this approach to the education of the gifted, have learned new skills, concepts and attitudes necessary for individual learning and are ready to pursue selected student-based content areas.

The group decides upon one content area to be explored by the entire group. This content area should be broad enough to give group members flexibility in what they will study and how they will pursue the exploration. Examples of content area for a group exploration would be "computers and

technology," "rock and roll" and "the world today," and "careers for today and tomorrow."

Each person, including the teacher/facilitator, is then given three days to go out and find different sources of information and to learn as much as possible about the selected topic. At the end of the three days, in a group setting, each person is given the opportunity to share what has been learned and where the information has been discovered. The main emphasis of this exploration lies in discovering where information can be found. A list is made which shows where each person found their information, and discussion is held to demonstrate the importance of using many different sources to find information.

Individual Explorations

Learning is a process of discovering what is important, what is available, and what can be created.

After the successful completion of the group exploration, each student/learner becomes involved in an "Individual Exploration." The Individual Exploration is very similar to an In-Depth Study although it is of shorter duration and does not require the same commitment, dedication, skill or expertise.

Working closely with the teacher/facilitator, each student/learner commits to three to five individual explorations which are usually three to five days in length. At this time, emphasis is still on the retrieval of information through multiple resources rather than on the completion of a product or an in-depth study.

At the end of each exploration, each student/learner shares what he/she has learned and how the material was learned. Emphasis of the discussion is placed on the use of many different materials, including human resources.

Closure Activity

At the conclusion of this area, the student/learners develop a closure activity which allows them to synthesize all the new information they have received from their group and individual explorations. Final conclusions concerning approaches to becoming an "autonomous learner" are discussed with the the entire group.

Investigations

Objectives

1. Student/learners will comprehend the process of an investigation.
2. Student/learners will successfully complete an investigation.

Learning incorporates the learner, the process and the materials into new and unique products.

Activities

Investigation Proposal

A topic will be selected, a proposal format followed and an Investigation Proposal will be completed by the student/learner and submitted for approval to the teacher/facilitator. The Investigation Proposal will include the following:

1. Title of Investigation.
2. Brief Description.
3. Objectives.
4. Specific Activities (to meet the above objectives).
5. Time Line.
6. Resources (material and human).
7. Mini-Product Description.
8. Presentation and Appropriate Audience.
9. Evaluation (including criteria).

Investigations

After the completion and acceptance of the Investigation Proposal, each student/learner is ready to participate in an Investigation. The Investigation

is completed over a specific period of time, which has been pre-arranged with the teacher/facilitator. Any meaningful changes in the proposal can be made at any time (up until a week before it is due). Meetings with the teacher/facilitator are held weekly to discuss the progress of the Investigation. The final presentation is announced ahead of time so that the appropriate people can attend. The audience might include other teachers, administrators, parents, other students and community resource people.

Closure Activity

For the closure activity of this area, student/learners, teacher/facilitators and other interested personnel:

1. Describe the process of an Investigation.
2. Compare an Exploration, an Investigation and an In-Depth Study.
3. Discuss all of the problems faced in the Investigation and what could be done to eliminate them.
4. Discuss how this Investigation could be improved.

Cultural Activities

Objectives

1. Student/learners will comprehend the definition of a "cultural activity.".
2. Student/learners will plan, participate in and evaluate a "cultural activity."

Activities

Nothing is fully learned until it is experienced by the learner.

Cultural Activities

Many times students do not have (or take) an opportunity to learn more about the cultural aspects of their community. Cultural Activities allow them the chance to find out more about ongoing activities and one-time events. Each student/learner must participate in three different cultural activities per semester. These activities take place after school, at night, or on weekends. Three other students must attend each event with the student/learner. A short proposal is approved by the teacher/facilitator before the actual event and a summary paper is turned in at the end of each event.

Activities can include, but are not limited to, visits to museums, plays, concerts, speeches, debates, historical events and art displays. It is not enough just to attend the event; the student/learners must make arrangements in advance to go "behind the scenes" to get more clarification on how the entire event is set up and developed. The insight which comes from a thorough analysis is invaluable for future involvement in the program.

Closure Activity

After the completion of at least three "Cultural Activities," the members of the program meet and brainstorm one more event which can be attended by all. This usually happens near the end of a grading period and is a way to provide closure for the entire program. A luncheon or dinner is usually included to make the activity more festive. It is important that the teacher/facilitators also attend as many events as possible.

I am alive
for I live with feeling,
with meaning,
giving of myself,
receiving the joy
of others
in return...

Service

Objectives

1. Student/learners will comprehend the concept of "service" to the community.
2. Student/learners will participate in "service opportunities."

Activities

Humanitarianism

An important concept within the Autonomous Learner Model is to provide experiences which will help students understand themselves and their relationship to other people. This activity is developed so that students may know more about the concept of humanitarianism and the humanitarians who have served people, both directly and indirectly. Each student/learner selects a person he/she believes is a humanitarian and completes research on that person. Students then share their research with the rest of the group and brainstorm common characteristics of people who are able to serve others. This list will be used throughout this area and throughout the model.

Actual Service

During the school year each student/learner is required to complete a service unit within the program. After the activity of Humanitarianism is complete, the group brainstorms different projects in which they could actively serve people. A total of 20 hours is required on the elementary level while

the junior high level is 30 hours and the high school level is 40 hours per year. Possible projects would include working with the elderly, raising food and money for shut-ins, working through an agency such as the Red Cross or the Salvation Army or working one-to-one with a person with particular needs. The projects must be accepted by the teacher/facilitator before the actual work begins.

Closure Activity

At the conclusion of this area, student/learners develop a group closure activity which demonstrates the basic concepts of the area of service. Many times students will develop and serve a dinner to shut-ins or give a specific service to a group or an individual.

We are all flowing,
heading for unknown directions,
searching for nothing in particular,
but knowing that
it is out there somewhere...

When I flow I become my awareness,
the world comes alive.
I come alive
and the two blend together,
forming the unity of life,
and for fleeting moments,
time become elusive
and I live with the blowing wind
and the drifting sand.

Adventure Trips

Objectives

1. Student/learners will plan an "Adventure Trip."
2. Student/learners will develop pre-trip activities.
3. Student/learners will participate in and evaluate the "Adventure Trip."

Activities

"Where Do We Go From Here?"

All interested student/learners, interested parent and teacher/facilitators meet together during the first month of each school year to decide if they want to participate in an "Adventure Trip," which is an opportunity for those involved in the program to plan a trip, go on the trip and then complete activities after the trip has ended. During the first meetings, the group answers the following questions:

1. Do we want to go on an "Adventure Trip?"
2. What is the purpose?
3. Why do we want to go?
4. What do we hope to gain from this experience?
5. What do we want to learn before and during the adventure trip?

The "Adventure Trip" is divided into three components. The first is preplanning. During this stage students decide what they want to study, where they want to go and what they will need to do to get there. The teacher/facilitator guides but does not direct. The main responsibility for the trip is given to the student/facilitators. Planning begins in the Autumn, and the trip usually takes place during the Spring.

On the Road Again

After all planning has been completed, the group begins the trip. Usually there is a one-to-five ratio between adults and student/learners. Trips last between three and ten days. Student/learners are responsible for decisions unless there is a situation which might involve danger, in which case the group leader would take over the responsibility.

"Adventure Trips" have included studying geology and archaeology at the Grand Canyon, exploring the cultural aspects of San Francisco, becoming involved with a business in a major city and backpacking trips to national parks.

Closure Activity (Wrap-Up)

Upon the group's return, discussions are held to de-brief the trip. Topics would focus on academic as well as group process aspects of the trip. The information gained from these discussions can be useful to each individual and the entire group

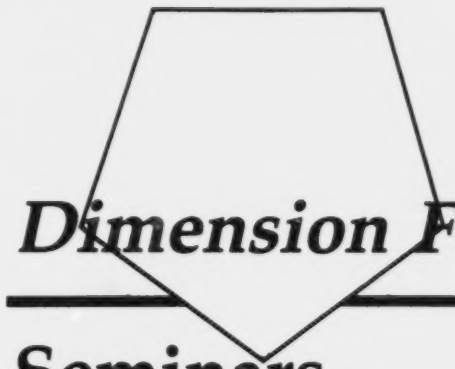
Dimension Three/ Scope and Sequence

Dimension Three. Enrichment Activities
Goal - To encourage students to explore areas of interests, related areas and new unrelated areas.

Area	K-1	2-3	4-5	6-8	9-12
A. Explorations					
1. Examination of Primary Interest Areas	-	I	D	D	AP
2. Investigation of Related Interest Areas	-	I	D	D	AP
3. Inquiry into Unrelated Interest Areas	-	-	-	I	AP
B. Investigations					
1. Planning and conducting the investigation	-	A	I	D	AP
2. Sharing the findings	-	A	I	D	AP
C. Cultural Activities					
1. Visit museums, attend concerts, etc.	-	A	I	D	AP
2. Follow-up activities	-	A	I	D	AP
D. Service					
1. Study of humanitarianism	-	A	I	D	AP
2. Service to others	-	A	I	D	AP
Adventure Trips					
1. Study of area to be visited	I	I	D	D	AP
2. Decision-making on all aspects	I	I	D	D	AP

Key

A - Awareness - Although the concept or skill is not systematically taught the teacher capitalizes on opportunities for incidental learning.
I - Introduction - The concept or skill is formally introduced
D - Development - The concept or skill is reviewed and students' competence in that concept or skill is systematically developed
AP - Application - The concept or skill is reviewed as necessary and is applied by the learner in learning experiences.



Dimension Four

Seminars

Seminars are presented to produce knowledge which has been developed around topics of the student's choice.

By the time the students have reached Seminars, the fourth dimension of the Autonomous Learner Model, emphasis is placed on "production" of ideas and projects. Students have moved from the status of students and are now viewed as learners. A learner is more independent, more adequately prepared to learn with less direction from outside sources. A learner understands the process of learning, the importance of skills, concepts and attitudes for learning, and the dedication which is required to become autonomous.

A Seminar is a short-term project for learners to pursue in small groups of three to five members. Learners are divided into groups, asked to research and select a suitable topic, given time to prepare the actual Seminar and actually present the Seminar to other members of the program as well as to other interested school and community people.

Presentation of the Seminar to other members of the program is divided into three components: presentation of factual information, discussion and/or activity, and closure.

Objectives

1. Learners will comprehend the basic format of a Seminar.
2. Learners will develop and present a Seminar.
3. Learners will evaluate the effectiveness of their Seminar.

Activities

Seminar Preparation

When this dimension of the model is presented to the learners, they are divided into groups of three to five members. Students are asked to develop a Seminar, using the following format as a guide:

1. Seminars are divided into the following categories from which learners will select a category and then brainstorm possible seminars:

Futuristic

This category deals with topics in the future and techniques necessary for "future learning."

Controversial

Controversial Seminars deal with topics which are controversial in nature. Topics have included the role of government in our lives, capital punishment and prayer in the schools.

Problematic

Topics are selected which represent problems learners face in their own communities as well as national and international problems.

General Interest

Learners will also be interested in presenting Seminars which are of general interest to them. These would not be futuristic, controversial or problematic in nature.

Much of what is taught in schools is considered to be "surface learning." Only a few days or perhaps a week is given to a specific topic while gifted students need to go in-depth in their learning.

Advance Knowledge

It is also possible for a group of learners to select a topic which is very advanced. It is important to allow learners the opportunity to investigate an area which may be of interest to only a few people in the program. These learners should not be penalized by selecting a topic which is understood by only a few. The audience might include only those who understand and have a basic knowledge of the area to be presented, or who are interested in learning about it.

2. After the selection of a topic, learners are given a specific amount of time (usually five to seven days) to investigate the area. The form on page 83 is used to give structure to the process.

Once something is learned there is a need to share and present the new information. A presentation is needed for the student with the appropriate audience.

The Actual Seminar

Learners negotiate with the teacher/facilitators to determine how much time is needed and what facilities and school resources are needed. Learners then prepare the appropriate advertisement for the Seminar, which is presented to the interested audience. The actual Seminar is divided into three components.

Presentation of Factual Information

Through the use of lectures, films, guest speakers or other formats, the

learners present general information to their audience. This provides a basic understanding of the topic so that new ideas and information can be developed throughout the remaining components of the Seminar.

Discussion and/or Group Activity

Now that the basic information has been shared, learners facilitate the group with a discussion of the topic or a group activity. The purpose of this component is to involve the audience in the process of the learning.

Closure

By the end of the Seminar it is the responsibility of the learners to bring the discussion and activities to closure. The learners facilitate this through a discussion of what has been learned.

Closure Activity

At the end of the presentations, all learners and teacher/facilitators discuss the concept of a Seminar, the effectiveness of those presented and what can be done to enhance the Seminars in the future.

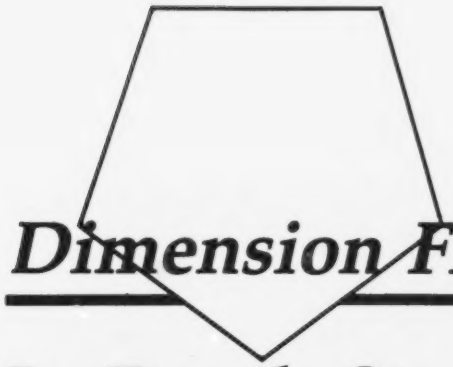
Dimension Four/ Scope and Sequence

Dimension Four. Seminars
Goal - To provide opportunities to exchange ideas and viewpoints with other students.

Area	K-1	2-3	4-5	6-8	9-12
A. Futuristic	-	-	I	D	AP
B. Problematic	-	-	I	D	AP
C. Controversial	-	-	I	D	AP
D. General Interest	-	-	I	D	AP
E. Advanced Knowledge	-	-	I	D	AP

Key

A - Awareness - Although the concept or skill is not systematically taught the teacher capitalizes on opportunities for incidental learning.
I - Introduction - The concept or skill is formally introduced
D - Development - The concept or skill is reviewed and students' competence in that concept or skill is systematically developed
AP - Application - The concept or skill is reviewed as necessary and is applied by the learner in learning experiences.



Dimension Five

In-Depth Study

In-Depth Studies are life-like for they provide an opportunity to go beyond the usual time and space restrictions of most school activities.

The main goal for each learner who participates in the model is the attainment of autonomous learning skills. The Orientation Dimension develops the foundation for the model, while the Individual Development Dimension provides the skills, concepts and attitudes for life-long learning. The Enrichment Activities Dimension provides learners with involvement in student-based content, while the Seminars give them actual participation in short-term projects based on their interests.

All of the above dimensions are usually necessary before learners begin an In-Depth Study, although there will always be a few learners who have the skills necessary to automatically begin an In-Depth Study after the conclusion of the Orientation Dimension.

If students are ready for involvement in an In-Depth Study, let them begin. Don't load them down with expectations of what is best for the gifted.

The In-Depth Study Dimension is developed to allow each learner to define a "passion area" to be studied in-depth. Learners are responsible for defining the study, developing a plan of action, actually participating in the study, and evaluating it after completion.

Objectives

1. Learners will select a topic of their choice for an In-Depth Study.
2. Learners will design a learning plan for the In-Depth Study.
3. Learners will participate in the In-Depth Study.
4. Learners will evaluate the entire learning experience.

Activities

The Moment of Truth

Learners incorporate the useful ideas of teaching into their own approach to learning. They are now capable of deciding what to learn, how to learn, how to present it, and how to evaluate the learning process and the final product. An internal frame of reference helps learners in their quest of knowledge and understanding.

Learners have been involved in the Autonomous Learner Model since the beginning of the Orientation Dimension. It is now time for them to select a topic, develop a learning plan, participate in the In-Depth Study and complete an evaluation of the entire learning process. Using the basic format which was presented in the Enrichment Activities Dimension, learners will develop an In-Depth Study contract (see page 85). The proposal includes the following:

1. Individual or Group Project:

Learners have the choice of working together or alone. It is extremely important that this choice be available for the learners, since they know more about their abilities, learning styles and individual preferences toward an In-Depth Study.

2. Mentorship

By this time it is essential for learners to be involved with a mentor. A search is begun during Individual Development for the learners to determine what they want in a mentor and how they will work with a mentor. Training sessions are held with mentors to define their roles as well as those of learners.

3. Presentation

It is essential that the learners make "progress presentations" during the final two weeks of each grading period even if the In-Depth Study is going to last two to three years. Presentations are limited to 15 minutes and are given to other learners, the mentor, teacher/facilitators and other interested school and community personnel.

4. Evaluation

Seventy percent of a student's time can be spent in an In-Depth Study, but the remaining thirty percent needs to be involved with the development of new areas of exploration, new skills, concepts and attitudes, and the development of activities which further develop the autonomy of the individual.

The concept of the autonomous learning experience is based on the learners' ability to develop new ideas and projects with minimal guidance. In order to successfully reach this goal, a proficiency must be developed in learning how to evaluate the progress, the product and the growth made as a result of the In-Depth Study.

Each learner determines the criteria to be used in evaluating the In-Depth Study, including criteria for the product. With the aid of the teacher/facilitator, the learner then designs an evaluation instrument which will be used by the learner, the mentor and the teacher/facilitators. These people evaluate the learner separately and then meet together to discuss the process and the product of the In-Depth Study.

Conclusions

The Autonomous Learner Model (K-12) was developed to meet the diversified cognitive, emotional and social needs of the gifted and talented students within a school system. Emphasis is placed on the development of individual skills, concepts, and attitudes which will aid the student in becoming a life-long learner. The model was developed in 1980 after being field tested at Arvada West High School, Jefferson County, Colorado. Students and program evaluations have shown that the model provides opportunities for gifted students which would not be available to them in any other component of the school system. Students become more independent in thought and action, develop new life-long learning skills, and are successful in developing and completing long-term in-depth studies.

Since 1982, school districts throughout the United States and Canada have been in the process of developing gifted programs based on the Autonomous Learner Model. Formative evaluations have been completed on these programs, although no major empirical studies have been started.

Because of the newness of the Autonomous Learner Model, the total effectiveness is not known at this time. Research is needed to measure the effectiveness of the model and the types and amounts of individual growth of the learners.

Dimension Five/ Scope and Sequence

Dimension Five. In-Depth Study
Goal - To allow students to develop a self-selected course of study.

Area	K-1	2-3	4-5	6-8	9-12
A. Individual Projects					
1. Designing units	A	A	I	D	AP
2. Completing a project.	A	A	I	D	AP
3. Sharing projects	A	A	I	D	AP
Group Projects					
1. Selecting broader projects	A	A	I	D	AP
2. Contributing individual expertise	A	A	I	D	AP
3. Producing multifaceted product	A	A	I	D	AP
Mentorships					
1. Determining areas of study	A	A	I	D	AP
2. Contacting mentor	A	A	I	D	AP
3. Developing a plan	A	A	I	D	AP
4. Discussing the investigation	A	A	I	D	AP
5. Submitting a project	A	A	I	D	AP
Presentations					
1. Presenting to appropriate audiences	A	A	I	D	AP
2. Reciting, exhibiting, demonstrating, etc.	A	A	I	D	AP
3. Including experiences and progress	A	A	I	D	AP
4. Describing personal growth	A	A	I	D	AP
Evaluation					
1. Determining criteria	A	A	I	D	AP
2. Designing evaluation instrument	A	A	I	D	AP
3. Evaluating with teacher	A	A	I	D	AP

Key

A - Awareness - Although the concept or skill is not systematically taught the teacher capitalizes on opportunities for incidental learning.
I - Introduction - The concept or skill is formally introduced
D - Development - The concept or skill is reviewed and students' competence in that concept or skill is systematically developed
AP - Application - The concept or skill is reviewed as necessary and is applied by the learner in learning experiences.

Model for the Gifted and Talented

Year One Summary

The Autonomous Learner Model seeks to enhance students' abilities and to provide a foundation for future learning. In order to implement this, the following topics will be included:

I. Self Confidence Activities- It is essential for students to develop an awareness of self and others. This enables them to also develop a sense of worth and a personal philosophy, and to better determine the appropriate behavior associated with being gifted.

II. Higher Level Thinking Skills- Students in a gifted and talented program need an awareness of the cognitive processes and an understanding of how they think, why they think as they do, and how to express themselves. Using these skills is essential to developing productive modes of thought.

III. Creative Thinking Skills- Creative thinking skills may be developed and refined to enable the student to think fluently, flexibly, and with elaboration. The development of creative thinking skills is seen as one of the most important aspects in the growth of the Autonomous Learner.

IV. Problem-Solving Skills- These skills are needed in order to narrow a topic of interest into a statement for research and study. Students are asked to define and develop a problem-solving model as a result of their involvement. The plan is implemented and evaluated.

V. Decision-Making Skills- Activities are planned in which the student learns appropriate techniques in decision-making, which enable them to make more meaningful decisions in their own lives.

VI. Unit/Contract Writing- In preparation for subsequent quarters, students design plans using a contract format. One plan will be done as a class, and one plan will be a sample contract completed within a small group. Each will include the writing of a formal proposal, a negotiation with the teacher/facilitator, lists of objectives and resources, a description of the skills involved, the product to be realized, the plan for presentation, and the criteria for evaluation.

VII. Photography Skills- Students will learn some of the basic skills involved in photography, particularly developing black and white photographs, by working with the Media Specialist.

VIII. Computer Skills- Each student will become familiar with personal computers and will be able to demonstrate proficiency.

IX. Research and Media Skills- Various research skills and audio-visual materials will be introduced to familiarize each student with the different resources available. These skills will be utilized in future projects and presentations.

X. Group Project- Groups formed for participation in the photography, computer, and research/media skills will develop a project which incorporates all of the skills and techniques addressed during the quarter. A contract will be submitted and a multi-media presentation, particulary involving videotaping, will be made at the end of the quarter.

XI. Cultural Activities- One of the goals of the Autonomous Learner Model is to give students the opportunity to explore many areas of knowledge through several different mediums. Each student is required to attend a minimum of one cultural event, maximum of four, during the quarter. One of these events must be attended with another member of the class. A brief reaction paper and a brief oral report is due for each event attended.

XII. Seminars- Seminars bring people together to exchange ideas and to learn. Each student will participate in a seminar based on information gathered and presented on it.

XIII. Letters- To facilitate open communication between students and teachers, students are asked to write letters to the teacher/facilitator sharing whatever they wish. The letters will be answered and returned within a week so that two-way communication does exist. The content is up to the student. Letters are due twice during the quarter, and each should be a minimum of two pages long.

XIV. Transcript Letter- One of the benefits of the Autonomous Learner Model is that successful participation in the program can add validity and special consideration in educational and career endeavors. A letter will be attached to transcripts when they are submitted for college admissions and scholarships. Each student will add accomplishments of each quarter to this letter during his/her participation in the program.

XV. Attendance and Participation- School policy is observed, but there is flexibility in being out of class. But, the student must check out of class in advance. Also, cooperation with the group enhances the objectives of the course for every student.

The Autonomous Learner Model for the Gifted and Talented

Years Two and Three Summary

The goals of the Autonomous Learner Model are to provide each participant an opportunity to develop skills, investigate areas in-depth and on an individual basis. In order to fulfill these goals, students must accept a high degree of responsibility, and be willing to devote a great deal of time to pursuing an in-depth project. Underlying all these requirements, though, is the ultimate goal of accepting and expecting EXCELLENCE in all aspects of the in-depth study. The Autonomous Learner will settle for nothing less.

As a result, the following requirements have been established:

I. In-Depth Study Contract

Learners will design in-depth studies which reflect their individual interests and are worthy of investigation for an in-depth study. The study must be completely planned, all arrangements made and all details worked out during the beginning quarter.

A formal paper detailing the study and all the plans will be submitted by

_____

Prior to this, each learner must submit an initial draft of the contract on_____and a detailed rough draft on_____.

This contract contains the following:

1. Title of In-Depth Study
   - -Brief Description
   - -Rationale and purpose
   - -Questions to be answered
   - -Objectives to be attained (as a result of questions generated above)
   - -Detailed activities (which will fulfill the objectives, including personal research and community activities, outlined by quarter)
   - -Timeline, per grading period
2. Resources
   - -Names, addresses, phone numbers, appointments, signatures
   - -Facilities
   - -Research materials
   - -Mentor(s)
3. Plan for final presentation
   - -Mode of presentation
   - -Intended audience
   - -Location
   - -Dates
   - -Contacts
   - -Additional details
4. Evaluation criteria (per quarter)

In addition, the input of a mentor(s) and the content specialists are required in the development of the project. A summary of involvement and a commitment for further involvement with the mentor must be submitted. The summary is worth 15 points.

The In-Depth Study will be graded as 55 points of the quarter's grade and will be based on completeness, attention to detail, quality of the project, and the quality of the In-Depth itself.

II. Enrichment

Each student is expected to participate in enrichment activities of the Gifted and Talented class. These activities will be worth a maximum of 30 points, with several options available.

The enrichment options are:

A. Cultural Activities - Each activity should foster a learner's participation in an area not normally associated with classroom activities. The following guidelines should be followed:

1. Activities that are a requirement or result of another class, school, club or sport are not acceptable.

2. One cultural activity must be attended with other members of the Autonomous Learner Model.

3. To be assured of credit, each cultural activity should be approved beforehand.

A minimium of one cultural activity and a maximum of four is required per quarter. Each activity is worth 5 points, and a report on each will be submitted by_____

B. Seminar Preparation - A seminar is defined as a group of students engaged in original research and sharing of that research. Thus, all students are expected to be in attendance for seminar days. Seminar dates are

_____

Students participating in the seminar during the program earn credit toward the fulfillment of the enrichment requirements.

C. Biographical Research - Reading, reacting, and reporting on the biography or autobiography of a person whose field of interest is similar to that of the student's may earn 10 points credit toward the enrichment requirement. The reaction/reporting may take the form of seminar presentation or may be written. The topic must be approved in writing. This research must be completed by_____

D. Study Groups - Depending on the expertise available, various study groups will be offered during the quarter. Such classes might include psychology, computer programming, Spanish, etc. Participation in such a course can be given up to 20 points, depending on the participation of the student. The course will meet during class time, and details will be made available at the beginning of each quarter.

E. Other - Any topic of interest to the individual learner may be proposed as an enrichment activity. The activity must be approved in writing.

III. Communication

Communication between student and teacher is essential in the Gifted and Talented Program. Thus, it is required that each student communicate at least twice during the quarter. Several alternatives are available.

A. Letter - Topics should address progress on the project and feelings about the program and growth in the program, but may include personal notes as well.

B. Verbal Conferences - Topics for verbal conferences are the same as those for letters. An attempt to schedule these conferences should be made well ahead of time.

The first communication must be made by_____and the second by_____.

IV. Transcript Letter

It is most beneficial and impressive when applying for post high school admissions and awards to enclose a letter detailing the student's participation in the Autonomous Learner Model. Thus, a transcript letter required. By_____, each student will submit (a) a progress report, if a project is more than one quarter in preparation, or (b) a formal paragraph describing the completed project.

V. Additional Requirements

Because of the nature of the Autonomous Learning Model and the learners involved all reports, contracts and other written work should be of high quality. Excellence and positive attitude in every area is expected.

VI. Attendance

Class attendance is required on the following dates: _____

This attendance provides experienced and new participants in the program an opportunity to interact. Returning students are relied upon to provide leadership in the class.

In addition each student is required to check out before leaving the class. If the student will be off the school grounds the address and phone number of the site is mandatory. An overall list of dates and places is acceptable if specific plans are made well in advance.

VII. Grading Scale - Grades will be determined as follows:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

Transcript Letter

The Gifted and Talented Program at Arvada West High School is designed for those students who excel in the intellectual, academic and creative areas of learning. The program supplements the regular school program by providing acceleration and enrichment courses for an approximate five percent of the student body. The students have the opportunity to develop and participate in learning units according to their interests, knowledge and abilities.

Vincent W. has proven to be an Autonomous Learner, possessing the organizational skills necessary for self-directed learning. Included here are the activities that he has completed in the Gifted and Talented Program.

-Participated in a one-quarter orientation class, during which the main areas of exploration were astronomy, anthropology, and creative writing. The orientation class served to provide a basic background in course understanding and autonomous learning skills.

-Participated in the Exploring Careers in the community for the Gifted and Talented program and completed three learning units:

1. Vincent experienced first-hand the process of extracting copper from its ore. This was done at Hazen Research, Inc., Golden, Colorado under the supervision of Dr. John Litz, project manager. Vincent was allowed to run a small-scale extraction process involving two different types of recovery methods. He also explored other aspects of chemical research/analysis.

2. Vincent visited the Cyrogenics Research Division of the National Bureau of Standards (NBS) in Boulder, Colorado. Working with Dr. Vincent Arp, he investigated the many applications in this field.

3. At NBS, Vincent pursued a second area of exploration; the Laser Section of the Time and Frequency Division. Under the direction of Dr. Richard Saykally and section head Dr. Ken Evenson, Vincent learned the uses of lasers in various types of research. Currently, Vincent and a classmate are permitted to do voluntary work at NBS with Dr. Evenson under an internship/assistant program continuation. To date, Vincent's work has consisted of remodeling a lab, building a new pulsed carbon-dioxide laser for use in research, and writing Fortran language computer programs for use in research analysis. Vincent intends to continue working at NBS through the summer, until he enters college.

4. Vincent has presented a demonstration of each of these units to the Gifted and Talented class.

-Participated in the complete production of four planetarium shows with two other students.

1. Vincent received a background in historical and modern-day astronomical knowledge from Mr. Bob Risch and Jim Vickery of the Jefferson County Planetarium. During this time he also learned how to run the planetarium projectors and audio equipment. After three months, this knowledge was applied in the production of two shows at the Jefferson planetarium. The first show, entitled "Motions of the Earth" was an explanation of the Earth's and other planet's motions in the sky. The motions explained were diurnal, processional, retrograde, and the effects of moving to different latitudes on the Earth.

2. A second show produced at the Jefferson County Planetarium was entitled "The Universe Trip", and dealt with our solar system and the universe, especially universal phenomena.

3. When the Jefferson County Planetarium could no longer wholly accommodate his aspirations in this field, Vincent went to Fiske Planetarium at the University of Colorado in Boulder. Under the direction of Mr. James Sharp of the planetarium staff, Vincent produced a unique multi-media presentation entitled "Cosmic Eidolon" in which was explained, in a provocative manner, the phenomena of the universe. All the shows were enriched by selected music accompanying them throughout. This was first time Fiske Planetarium had allowed high school students to work with their equipment and, according to Mr. Sharp, it was the first time high school students have ever produced a show in a major planetarium.

4. As a culminant project for his senior year, Vincent participated in the production of a second show at Fiske, entitled "Montage", it consisted of poetry and a short story written by Vincent, music, slides, visual effects, and laser-effects. For the show, Vincent was allowed to run Fiske Planetarium's $2,000.000 Zeiss Mark IV star projector. As a result of two years work at planetariums, Vincent has learned about and been involved in all aspects of show production and presentation, creative, technical (audio and visual), and business and publicity.

-Audited a college-level astronomy class at Jeffco planetarium during winter quarter. The class was entitled "The New Universe" and was conducted through the University of Northern Colorado. It was taught by Mr. Bob Risch.

-Took a college-level class in Astrophysics conducted through the University of Denver. The course, for which Vincent received credit, was taught by Mr. Bob Risch and Dr. Frank Murray.

-Belongs to and participated actively in a Psychology/Literary discussion group and the G/T Seminar program.

-Took several accelerated/enriched independent-study math classes under Mrs. Jolene Knapp. The classes were in Trigonometry and Math Analysis. By studying math independently, Vincent was able to complete Calculus before graduation.

-Attended the National Seminar on World Hunger and the New International Economic Order, sponsored by the Lutheran Church in America. The seminar was held October 14-21, in New York and Washington D. C. It consisted of an in-depth examination of global and national economic systems with special concentration in the fields of food distribution and development of third-world countries. Vincent met with aids for Senator Floyd Haskell (D-Colorado) and Representative Tim Wirth (D-Colorado) to discuss the congressmen's stands on the issues in question. He dealt directly with many national and international economic development organizations. Vincent gave a two-day presentation dealing with the seminar to the G/T class when he returned. He is still actively involved in global economic issues and domestic nutritional problems as dealt with through the Lutheran Church and has maintained connections with other seminar participants throughout the U.S. and Canada. To date he has been a guest speaker at two churches, addressing the congregation and special groups on the topic of world hunger and what the Lutheran Church and other agencies are doing about it.

-Has taken several independent study courses in physics under the direction of Mr. Bill Harris. Accelerating in science has enabled Vince to combine 1 year of biology, 1 1/4 year of chemistry and 1 1/4 year of physics for a total of 3 1/2 years of science.

References

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Marland, S., Jr. (1972). *Education of the gifted and talented, volume 1. Report to the Congress of the United States by the U.S. Commissioner of Education.* Washington, D.C.: U.S. Government Printing Office.

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Renzulli, J. S. & Smith, L. (1978). *Learning styles inventory: A measure of student preference for instructional techniques.* Mansfield Center, CT: Creative Learning Press.

Rogers, C. (1983). *Freedom to learn for the 80's.* Columbus, OH: Charles Merrill.

Simon, S. (1978). *Vultures.* Niles, IL: Argus Communications.

Treffinger, D.J., Borgers, S.B., Render, G.F., & Hoffman, R.M. (1976). Encouraging affective development: A compendium of techniques and resources. *Gifted Child Quarterly, 20,* 47-65.

Resources of the Autonomous Learner Model

Orientation

Understanding Giftedness

Clark, R. W. (1971). *Einstein: The life and times.* New York: Avon Books.

This book completes the profile of the life and times of Albert Einstein, a book which presents Einstein as a person and shares much of what he went through during his lifetime.

Galbraith, J. (1983). *The gifted kids survival guide for ages 11-18.* Minneapolis: Free Spirit Publishing.

This guide is similiar to the one developed by Galbraith for younger children. Students are given this book directly to read. Discussions concerning the development and understanding of giftedness can occur as a result of involvement with this guide.

Galbraith, J. (1984). *The gifted kids survival guide for ages 10 and under.* Minneapolis: Free Spirit Publishing.

What does giftedness mean? What options do I have? How can I develop my potential? This guide is essential while working with the gifted on self-esteem, and understanding of self.

Goertzel, V. A., & Goertzel, M. (1978). *Cradles of eminence.* Boston: Little, Brown.

When gifted and talented youth and children are given the opportunities to study the lives, especially the childhoods and parentage, of gifted adults, this book can serve as an opportunity to know basic information about each person and also the opportunity to use the information for further discussions to understand giftedness. This book is excellent for the ALM.

Kruger, M. (1978). *On being gifted.* New York: Walker and Co.

What is it like to be different? What is it like to be gifted? This book is a compilation of statements made by gifted and talented students. It can be used as a resource book and for discussions.

Group Building Activities

Ball, G. (1972). *Magic circle at school.* LaMesa, CA: Human Development Training Institute.

Written to enhance the self-concept of students, this book is essential for the teacher to facilitate the affective growth of the child. Student interaction of feelings is important for on-going growth.

Dyer, W. W. (1976). *Your erroneous zones.* New York: Avon.

A guide for understanding you and the experiences you have in your life. Each chapter gives you insight into many different situations and experiences we have in our lives. Chapter 8, "Taking Charge of Your Life," gives the reader information which can be used for understanding self.

Pfeiffer, J. & Jones, J. (1974). *A handbook for structured experiences for human relations training.* LaJolla, CA: University Association Publishing and Consultants.

All five volumes provide the teacher/facilitator with activities which encourage the development of a positive group attitude. Not only would selected activities be essential in this area, they could also be used for Orientation: Self-Understanding, and Dimension 2, Individual Development: Personal Understanding.

Self-Understanding

Betts, G. (1985). *Journeys into self.* Greeley, CO: Autonomous Learning Publications and Specialists.

This is a tool for self-examination and measuring personal growth over a period of time, through the means of introspective questions and values clarification.

Buscaglia, L. (1982). *Love.* New York: Faucett Crest.

Buscaglia gives us all a look at ourselves and develops a deeper understanding of life. Many of his lectures are presented here and can be used successfully in discussion groups to allow students the opportunity to look carefully at their own lives.

Canfield, J. & Wells, H. (1976). *One hundred ways to enhance self-concept in the classroom.* Englewood Cliffs, NJ: Prentice-Hall.

A rationale for the development of positive self-concept is presented, followed by specific activities to enhance the development of the affective domain. Many of the activities are extremely appropriate for use with gifted students.

Mattox, B. A. (1975). *Getting it together: Dilemmas for the classroom based on Kohlberg's approach.* San Diego, CA: Pennant Press.

A clear understanding of Kohlberg and his stages of moral development are presented in this book. Techniques for growth are included in Chapter 5. Many situations or dilemmas are described. They can be used with some modifications to give gifted students the opportunities to understand moral development and their own morals and values.

Shallcross, D. & Sisk, D. (1982). *The growing person: How to encourage healthy emotional development in children.* Englewood Cliffs, NJ: Prentice-Hall.

This sourcebook of activities will aid in the development of the social and emotional needs of the gifted. Many of the concepts and activities are applicable for use with gifted students.

Simon, S. B., Howe, L., & Kirschenbaum, H. (1972). *Values clarification.* New York: Hart Publishing.

This book on values clarification is considered, by educators, to be the foundation of values education. The strategies which are provided give the teachers opportunities to explore many different values and value systems with their students. With some modification, many of the strategies of this book will be helpful in giving the students the opportunity to understand themselves.

Stevens, J. (1971). *Awareness: Exploring, experimenting, experiencing.* Moab, UT: Real People Press.

Growth and change can begin with the development of an awareness of one's self and the world outside of self. Specific activities to develop a greater awareness are presented.

Individual Development

Learning Skills

Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts.* Englewood Cliffs, NJ: Prentice-Hall.

How do we learn to communicate effectively with others? This book provides techniques which are essential for the development of interpersonal skills. Activities are presented to be used in the classroom. An important section is included on conflict management.

Browne, M. & Kelley S. (1981). *Asking the right questions.* Englewood Cliffs, NJ: Prentice-Hall.

An essential skill for the gifted is being able to effectively gather information by asking more facilitative questions. Included is an explanation of questioning techniques and how they can help you develop critical thinking skills that improve self-confidence.

Callahan, C. (1978). *Developing creativity in the gifted and talented.* Reston, VA: Council for Exceptional Children.

Activities are included which are used to develop creative thinking skills for gifted students. Information concerning creativity supplements this guide.

Demille, R. (1973). *Put your mother on the ceiling.* New York: Viking Press.

Imagination, games and activities are presented for young gifted children. Also included is an understanding of the area of imagination for children.

Eberle, B. (1971). *Scamper: Games for imagination and development.* Buffalo, NY: DOK Publishers.

Developed to increase creative thinking, this book presents an approach to enhance fluency, flexibility, originality and elaboration. Essential for use with gifted students.

Eberle, R. & Stanish, R. (1981). *CPS for kids: A resource book for teaching creative problem-solving to children.* Buffalo, NY: DOK Publishers.

This source is a fundamental text on creative problem-solving and how this technique can be used with students. Activities are included to facilitate this approach.

Feldhusen, J. F. & Treffinger, D. J. (1980). *Creative thinking and problem-solving in gifted education* (2nd ed.). Dubuque, IA: Kendall/Hunt Publishing.

This book is extremely beneficial for teachers who are beginning to work with gifted students. It serves as a book of strategies and activities as well as a book of resources in the area of creativity and problem-solving.

Hill, W. F. (1977). *Learning through discussion: Guide for leaders and members of discussion groups.* Beverly Hills, CA: Sage Publications.

A plan for discussions is presented which can be used to facilitate more positive discussions with gifted students.

Mullins, C. J. (1980). *The complete writing guide to preparing reports, proposals, memos, etc.* Englewood Cliffs, NJ: Prentice-Hall.

This book is written to give the individual the opportunity to learn more about preparing reports, proposals and memos. Emphasis is placed on schedules, data gathering, organization, and actual writing and revising. Used as a resource book, students will be introducted to material not usually covered in their daily activities.

Jones, S. E., Barnlund, D. C., and Haimen, F. S. (1980). *The dynamics of discussion: Communication in small groups.* New York: Harper and Row.

How can students learn to communicate effectively in discussion groups? An approach to this question is developed with activities included to enhance discussion skills.

Noller, R., Treffinger, D., and Houseman, E. (1979). *It's a gas to be gifted: Or CPS for the gifted and talented.* Buffalo, NY: DOK Publishers.

For the understanding of creative problem-solving, this book is an excellent introductory source.

Rainwater, J. (1979). *You're in charge: A guide to becoming your own therapist.* Los Angeles, CA: Guild of Tutor's Press.

Another important book for the ongoing development of personal understanding. Activities are scattered throughout the book, allowing the reader to experience the theories that have just been explained. Extremely useful with gifted students.

Strunk, W., Jr. (1979). *Elements of style.* New York: Macmillan.

For students who want to look closely at the elementary rules of grammar and composition and have one small book which has outlined an appropriate use of the English language, this book is excellent. It could be used within a classroom when writing is the main area of emphasis; as a supplementary book when students need help while working on their programs.

Torrance, E.P. (1970). *Encouraging creativity in the classroom.* Dubuque, IA: William C. Brown.

Techniques to develop creative abilities of students are presented. Torrance is able to give many suggestions which can be used to further creativity in the classroom and in special resource room environments.

von Oech, R. (1983). *A whack on the side of the head: How to unlock your mind for innovation.* New York: Warner Books.

In a new and exciting book, von Oech describes ten mental locks that prevent a person from becoming innovative. Many stories are told, myths explored and activities presented. Gifted students will find this book very exciting as they continue to seek new and unique approaches to learning. Especially important is one chapter which deals with "the right answer."

Wilbur, L. P. (1981). *How to write articles that sell.* New York: John Wiley & Sons.

This book is essential for students who want to be writers, ranging from the chapter of 39 specific ways to create articles, to the chapter on positive and negative aspects of inquiries. The author gives expert advice to those who want to write and publish.

Personal Understanding

Bernstein, D. & Borkover, T. (1975). *Progressive relaxation training: A manual for the helping professions.* Champaign, IL: Research Press.

How do we learn to communicate effectively with others? This book provides techniques which are essential for the development of interpersonal skills. Activities are presented to be used in the classroom. An important section is included on conflict management.

Delackczy, E. (1972). *Loneliness.* New York: Hawthorne Books.

Many times gifted and talented children and youth feel cut off, separate from other people. Loneliness is a thing within our lives which we must all explore. Selective writings have been taken from other famous people and other sources and combined them into this book with photographs. This book gives the individual the opportunity to explore the words of others, the loneliness they have felt and the experiences and writings of those who have gone before us.

Eberle, B. & Hall, R. (1979). *Affective direction: Planning and teaching for thinking and feeling.* Buffalo, NY: DOK Publishers.

A guidebook of activities which can be used to facilitate the emotional and social development of the gifted in small groups.

Greenwald, J. (1973). *Be the person you were meant to be: Antidotes to toxic living.* New York: Dell Books.

According to the author, the behavior that we portray each day is either positive and nourishing, or toxic and somewhat destructive. Emphasizes our behavior and what we can do to make our behavior more positive to ourselves and others. This book provides many questions to be pursued in discussion groups with gifted students, teachers and parents.

Gunther, B. (1973). *Sensory relaxation: Below you mind.* New York: Pocketbooks.

This book is a classic for presenting activities which can be used to teach students how to relax, how to learn more about themselves and the stress they face each day.

Kehayan, V. (1983). *Sage: Self-awareness growth experiences grades 7-12.* Rolling Hills Estate, CA: B. L. Winch & Associates.

Activities for older students are included in this book. Awareness and understanding of self can lead to positive self-development and enhancement.

Powell, J. (1969). *Why am I afraid to tell you who I am?* Niles, IL: Argus Communications.

This book contains many ideas and concepts about self-growth, communication and roles we play in our daily interactions. Used as a basis for group discussions, this book will provide insight into the behavior of gifted students.

Career Involvement

Bolles, R. N. (1984). *What color is you parachute?: A practical manual for job-hunters & career changers.* Berkeley, CA: Ten Speed Press.

The definitive work on career exploration, this book offers practical advice and references as well as opportunities for individuals to explore necessary skills for the "ideal job."

Enrichment Activities

McWhirter, H. (1982). *The Guiness book of world records.* New York: Bantam Books.

This book gives students in the program many ideas, a source book, a book which allows them to know many things that people accomplish.

Wallace, I., Wailechinsky, D., Wallace, A., & Wallace, S. (1980), *The book of lists #2.* New York: Bantam Books.

Many times students need new ideas, new areas for possible exploration. The Book of Lists can be used as a resource book providing students the opportunity to become familiar with areas which have not been presented before. It is important to have this book available to students at all times for browsing and curiosity.

Seminars

Ferguson, M. (1980). *Aquarian conspiracy: Personal and social transformation in the 1980's.* Los Angeles, CA: J. P. Teacher, Inc.

Many of us experience one or more "movements" within the United States and the world, but Ferguson has researched many different areas and developed one book which explains to us where we are and where we are heading. This book is important for students and teachers to explore as they begin to develop seminars which are futuristic, problematic or controversial. Many of the works of which she writes can be made into discussions.

Jones, L. Y. (1980). *Great expectations: America and the baby boom generation.* New York: Ballantine Books.

This book is a summary of America and the '50s, '60s and '70s. Students in school today would benefit by having one book which focuses on the past 30 years, the people and the changes which have been experienced. This is an excellent source guide which can be used for many different types of seminars.

Jourard, S., M. (1968). *Disclosing man to himself.* New York: D. Van Nostrand Co.

This book has become a classic in the area of humanistic psychology. One of the major concepts is based upon the idea that, as we allow others to see more of us, they will also be able to see more of themselves. This book is essential for teachers/facilitators and counselors to understand the human process, the process by which we all can grow.

May, R. (1953). *Man's search for himself.* New York: Signet Books.

This book gives students an opportunity to explore one author's view of the problems that are faced within our troubled age. This book can help prepare students for seminars in several different areas which affect our lives daily.

Naisbitt, J. (1982). *Megatrends: Ten new directions transforming our lives.* New York: Warner Books.

Naisbitt presents ten new directions which predict changes which will occur in America's future. Students can use this book for new ideas to be researched in greater depth.

Panati, C. (1980). *Breakthroughs: Astonishing advances in your lifetime in medicine, science and technology.* New York: Berkley Books.

This book gives students the opportunity to select topics of their choice, complete research, and develop presentations for other students, teachers and appropriate community people. Breakthroughs give us information on the advances today in science, medicine, technology and health. As a resource guide, this book give us areas to understand and new areas to develop knowledge.

Schultz, D. (1977). *Growth psychology: Models of the healthy personality.* New York: D. Van Nostrand.

Before teachers/facilitators begin using a model in gifted education, they should read this book. It contains the major theorists which help to make up the area of humanistic psychology, which is an integral component for the development of gifted programs. A basic understanding of these models is essential in the development of goals, objectives and activities to facilitate the emotional and social growth of individual students.

Taylor, P. (1982). *The kids' whole future catalog.* New York: Random House.

This book is a must for use with gifted students, as it gives inummerable ideas and references for new areas of study. Included are chapters on the fields of future communication and future energy.

Weil, R. (Ed.) (1982). *The omni future almanac.* New York: World Almanac Publications.

This book can be used to introduce ideas of the future, to be studied through the dimension of Seminars. Chapters are included on science and technology, space and medicine, and the body.

In-Depth Studies

Boston, B. O. (1976). *Sorcerer's apprentice: A case study in the role of the mentor.* Reston, VA: Council for Exceptional Children.

It is essential to have gifted and talented children and youth have the opportunity to work with mentors, with experts in the field of their choice. This book is developed on the relationship between mentor and student, with understanding which can be applied to the education of the gifted.

Dettmer, P. A. & Hershey, M. (1981). *Keys to individual education planning for gifted students.* Wichita, KS: Wichita State University.

The area of developing an individual educational plan for the gifted is covered in this book. Both elementary and secndary school plans are covered. This book would serve as a resource guide for people planning to develop IEPs for the gifted.

Gross, R. (1983). *The independent scholar's handbook.* Boston: Addison-Wesley.

This book could be used as a manual to help students to move from the role of the student to role of learner or independent scholar. Information ranges from how to begin your own intellectual journal, to developing your own research, complete with a final product. Techniques, such as the (Delphi) are included. Teachers will use this book as a resource guide and will share different chapters throughout all five dimensions of the ALM, although most of the use will be included in the dimension of In-Depth Studies.

Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers.* Chicago: Follett Publishing.

This book explores all aspects of self-directed learning, including information and activities for the learner and the teacher.

Perry, P. J. & Hoback, J. R. (1981). *A guide to independent research.* Mobile, AL: G/C/T/ Publishing Co.

This is an excellent guide for use with students to explore the types of resources for independent study, the steps involved in independent research and a list of helpful materials for teachers and students.

Torrance, E. P. (1984). *Mentor relationships: How they aid creative achievement, endure, change, and die.* Buffalo, NY: Bearly Limited.

This book focuses on why and how the mentoring relationship produces positive benefits in terms of personal growth. The development, growth and changes of the mentoring relationship is emphasized.

Definitions

Autonomous Learner

An autonomous learner is one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external quidance in selected areas of endeavor.

Autonomous Learner Model

This is a model which was developed specifically to meet the cognitive, emotional and social needs of gifted and talented students (grades K-12) for public and private schools.

Content Specialists

Content specialists are regular classroom teachers who serve as guides and advisors in specialized content areas with gifted and talented students.

Creatively Gifted

The creatively gifted have creative thinking abilities which are superior to other children in the school system. These children are divergent in nature and might not score as high as the intellectually gifted on tests of achievement and intelligence but will score higher on measurements of creativity than the general population.

Cultural Activities

Cultural activities are defined by the teacher/facilitator and the student. The purpose of cultural activities is to introduce students to new and different areas of cultural enrichments in the community. Examples include visits to museums, plays, concerts, speeches, debates, historical events and art displays.

Enrichment Activities

The third dimension of the Autonomous Learner Model is designed to allow students to learn what is "out there" to be learned. Emphasis is on new and unique areas which students might want to pursue in the future.

Explorations

Explorations are an opportunity to learn about new and unique areas for possible study. Emphasis is placed on learning where to find new information. Explorations do not have objectives, activities, or contracts, but provide a means for students to search for new areas.

In-Depth Study

An opportunity is provided to select an area of learner interest which will be studied in-depth over a long period of time. A complete in-depth study contract is developed, carried out and evaluated by the learner.

In-Depth Study Expansion

Learners have the opportunity to select a topic from a regular class and expand it into an in-depth study expansion, thus, being able to combine a study of regular classroom content area with an In-Depth study of the Autonomous Learner Model.

Individual Development

The second dimension of the Autonomous Learner Model is designed to develop within students the skills, concepts and attitudes necessary for life-long learning. Major emphasis is on learning skills, personal understanding, interpersonal skills and career involvement.

Intellectually Gifted

The intellectually gifted have intellectual abilities superior to other children in the school system. Scores for these children will be high when looking at achievement and intelligence. They are usually successful in school but are not being fully challenged.

Investigations

A topic is selected, a proposal developed and accepted, and the student/learner participates in the investigation of a student-based content area. An investigation is a short-term in-depth study.

Learner

One who possesses the necessary skills, concepts, attitudes and areas of interest necessary for the development of learning on an independent autonomous level.

Mentor

A mentor is an adult in the school or the community who will serve as a role-model and provide on-going involvement for the learner. A mentor is required for participation in an in-depth study.

Orientation

The first dimension of the Autonomous Learner Model is designed to give Students, teachers, administrators and parents a foundation of information for the model.

Prescribed Content

Content presented in the regular classroom is usually decided upon by educators and not by students. It is presented at a certain time in a specific course within a formal area of concentration.

Program Search

A program search involves a thorough analysis by teacher and administrators to determine what is available for gifted and talented students in a specific school and/or district.

Renzulli's Definition of Gifted

Renzulli's definition states that the gifted possess three clusters of traits: creativity, above-average (but not necessarily high) intellectual ability and task motivation.

Scope and Sequence

A specific plan which outlines what skills, concepts, attitudes and activities are necessary to facilitate the students' growth as autonomous learners.

Seminars

The fourth dimension of the Autonomous Learner Model provides opportunities for students to design, implement and evaluate a structured learning experience which demonstrates knowledge which is shared with other interested people in the school and community.

Student-Based Content

Students select a specific area which is studied by students without time and space restrictions. An in-depth study proposal is developed which provides a basis for further investigation.

Student/Learner

One who is in the process of becoming an independent learner but is still not completely free of the student roles within the school system.

Student/Learner Growth Plan

This provides a general plan for each student to use while participating in the Autonomous Learner Model. Emphasis is placed on the five dimensions of the model and activities which are components of the regular curriculum.

Talented

The talented are those who have developed one specific area in which they excel. The ability is more focused on one area (such as math or music) but they possess a very strong drive or motivation to devour everything about that one area. Participation in the area is consistently outstanding and there is the need for further facilitation and enrichment.

Teacher/Facilitator

Within the Autonomous Learner Model there is at least one teacher who is referred to as the teacher/facilitator. Emphaisis is on the learning processes rather than on the development of a content area.

About the Author

Dr. George Betts was the Director of the Gifted and Talented Program at Arvada West High School (Jefferson County, Colorado). George was responsible for designing and implementing one of the first high school programs in Colorado for the gifted. National recognition was duly given to this "front running" design for older youth with exceptional ability during Dr. Betts' six-year tenure there.

Dr. George Betts is Assistant Professor of Special Education and serves as the Director of the Center for the Education and Study of the Gifted, Talented and Creative, University of Northern Colorado at Greeley. He was elected to the Board of the National Association for Gifted Children in 1983.

Annually, George coordinates the Summer Enrichment Program for the Gifted and Talented held on the UNC campus. More than 700 gifted young people from across the United States and Canada come to Colorado for a two-week residential experience for gifted, grades 5-10.

Dr. Betts has authored six books of poetry which were written for the affective realm of the development of the individual- *Visions of You, My Gift to You, Growing Together, Tears and Pebbles in My Pocket, Farewells are Only Beginnings and Seasons of Love*. He has also contributed "Giftedness and the Autonomous Learner-A Secondary Model" in the book *Secondary Programs for the Gifted*.

This dynamic educator was voted "Outstanding Young Man of America, 1980" by the Jaycee.

Teacher/Facilitator and Student/Learner Area Development Worksheet

Name _____

Dimension _____

Area _____

Objectives _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activities _____

_____

_____

_____

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Closure

1. **Final Activity - What has been learned** _____

2. **Future areas of study - future topics** _____

Year One
Grading Requirements

Core Activities:		
1. Orientation Activities	(0-20)	
2. Photography Skills	(0-10)	
3. Computer Skills	(0-5)	
4. Research/Media Skills	(0-5)	
5. Career Planning Resume	(0-5)	
Explorations Scheduled	(0-10)	
6. Unit/Contract Writing	(0-10)	
7. Presentation	(0-20)	
8. Next Quarter Plan	(0-5)	
	Subtotal	
Enrichment Activities		
1. Cultural Activities	(5 points/activity)	
2. Seminar	(0-10)	
3. Other	(variable credit)	
4. Other	(variable credit)	
	TOTAL	

The Grading Scale will be 90% and above - A; 80-89% - B; 70-79% - C; 60-69% - D; Below 60% - F.
Failure to submit any of these will result in a deduction of 5 points per ommission from the final grade. See page 59.

Year Two and Three Grading Requirements

	Category	Possible Points	Points Earned	Name _____
In-Depth	Initial Draft			
	Rough Draft			
	Final Report/Plan	55		
	Mentor's Summary	15		
Seminar	Attendance Day 1_____			
	Day 2_____			
	Essay	10		
Enrichment	Cultural Activities	20		
	Other			
	Other			
	Communication #1_____			
	#2_____			
	Transcript Letter			
	Failure to Check Out			
	Required Attendance Days			
	Total			

See Page 61

Seminar Worksheet

What area are you interested in pursuing for your seminar:

_____**Futuristic** _____**Advanced Knowledge**

_____**General Interest** _____**Controversial**

_____**Problematic**

Brainstorm possible topics within your selected area:_____

_____

_____

_____

_____

Develop a title and describe your seminar: _____

_____

Complete a description of your plan for each stage of the seminar:

Presentation of factual information_____

_____

_____

_____

Discussion and/or activity _____

_____

_____

_____

Closure_____

_____

_____

_____

Describe briefly the following areas concerning the preparation, development and presentation of your seminar:

Resources needed _____

_____

_____

Resources available _____

_____

_____

Possible problems _____

_____

_____

Appropriate audience _____

_____

_____

Evaluation plan _____

_____

_____

Complete your action plan:

Tasks	Person Responsible	Date Due	Comments

In-Depth Study Contract

Name _____

Date _____

Title of In-Depth Study _____

Brief Description _____

Rationale and Purpose _____

Questions to be answered _____

Objectives to be attained _____

_____

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_____

_____

Detailed activities _____

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Timeline, per grading period _____

_____

Resources

Teacher/Facilitator _____

Content Specialist _____

Mentor _____

Facilities _____

_____

Research Materials _____

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Plan for final presentation _____

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Mode of presentation _____

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Intended audience _____

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Location _____

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Dates _____

Contacts _____

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Additional Details_____

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Evaluation criteria (per grading period) _____

_____

_____

_____

Signatures:

Learner _____

Teacher/Facilitator _____

Content Specialist _____

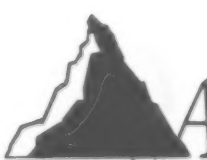
Mentor _____

Final date of completed contract _____

The experience is over for now
but I have learned...

I know it can happen...
I reach out for tomorrow,
ready,
excited,
open.

Today has changed my life,
I have grown.



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